PONY
MATH
2025
2
PRIMARY
FIRST TERM

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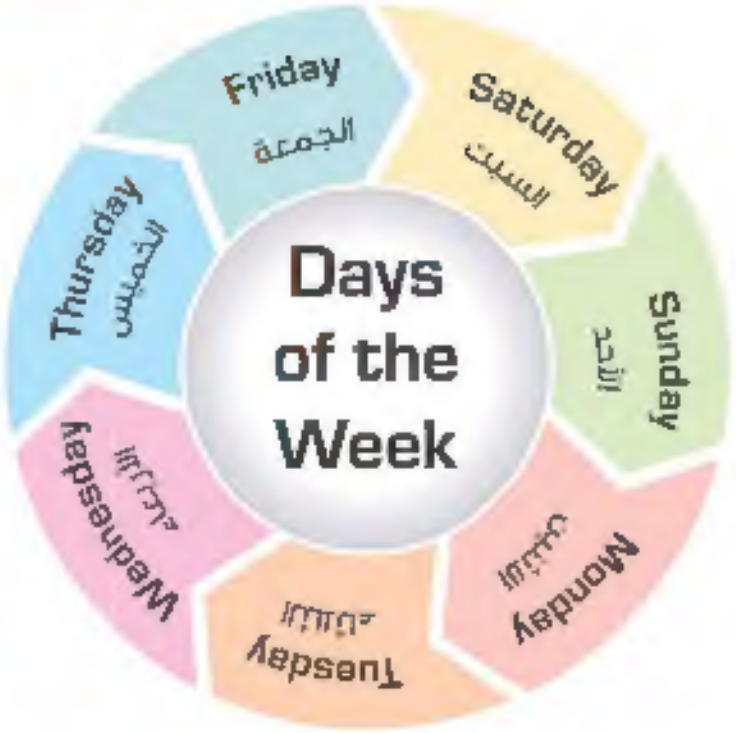
Days of the Week

Day	يوم
Week	أسبوع
Month	شهر
Year	سنة
Yesterday	أمس
Today	اليوم
Tomorrow	غدًا



Months of the Year

Calendar Math Time

Begin each lesson with Calendar Math Time. During this time, discuss with your child what day it is. Teach him/her the days of the week and the months of the year. Count how many days your child has been in school and put a circle around this number on the 120 Chart.

Every day your child goes to school, ask him/her to put 1 straw in the **Ones** pocket till this pocket has **10 straws**. Your child has to bundle them together and move the bundle to the **Tens** pocket.

120 Chart

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Add Tens

Subtract Tens

Subtract Ones

Add Ones

Chapter 1

Chapter Lessons

Lessons 1&2 Reading, Collecting, and Representing Data

Outcomes:

- Participating in Calendar Math Activities.
- Collecting and interpreting data.
- Creating a bar graph.

Lessons 3–5 Comparing, Representing, and Interpreting Data – Representing Data with a Scale of 1

Outcomes:

- Participating in Calendar Math Activities.
- Collecting and interpreting data.
- Creating a bar graph.
- Using the symbols >, = and < to express comparisons.
- Ordering a set of numbers from the least to the greatest.
- Solving put-together and take-apart problems about bar graph data.

Lessons 6–8 Representing Data with a Scale of 2 and 10 – Bar Graph

Outcomes:

- Participating in Calendar Math Activities.
- Skip counting by 2s.
- Interpreting a bar graph with a scale of 2.
- Skip counting by 10s.
- Interpreting a bar graph with a scale of 10.
- Collecting data about the sums of 2 six-sided dice.
- Creating a bar graph to represent the collected data.
- Interpreting data in a bar graph.

Lessons 9&10 Pictograph – Graph Elements

Outcomes:

- Participating in Calendar Math Activities.
- Interpreting a pictograph with a scale of 2.
- Solving put-together and take-apart problems about pictograph data.
- Creating a bar graph using data from a pictograph.
- Interpreting data in a bar graph with a scale of 2.

Lessons 1&2

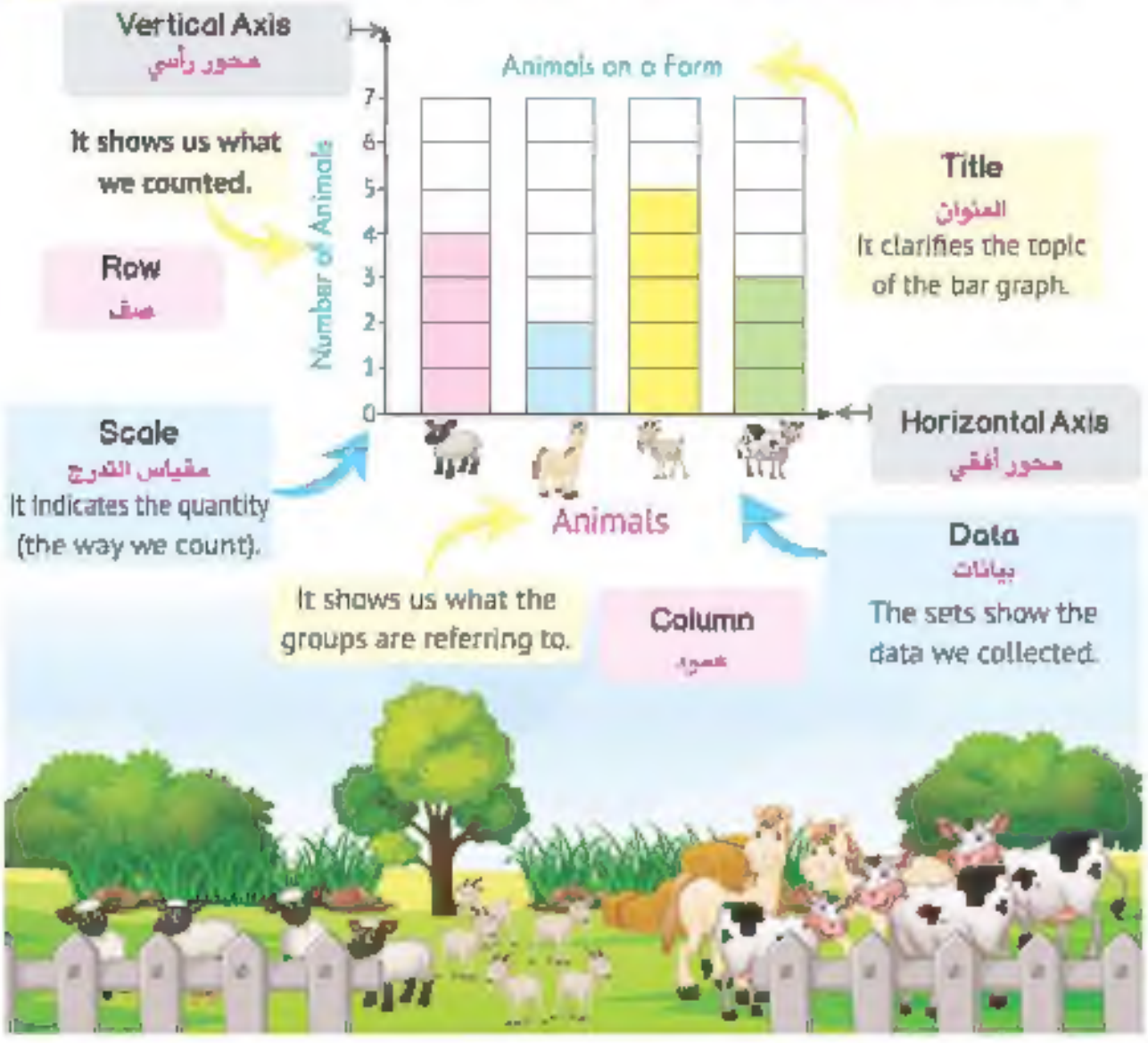
Reading, Collecting, and Representing Data
قراءة، جمع وتمثيل البيانات

Representing Data Using a Bar Graph

It is the conversion of data and figures into drawings to facilitate studying and analyzing the data.

عرض البيانات باستخدام الأعمدة: هو تحويل البيانات والأشكال إلى رسومات لتسهيل الدراسة والتحليل.

Ex. The following bar graph shows the number of animals on a farm.



Activity 1

The following picture shows the sales of a fruit shop.
Count each type of fruit and write the number.

1 Complete the following:

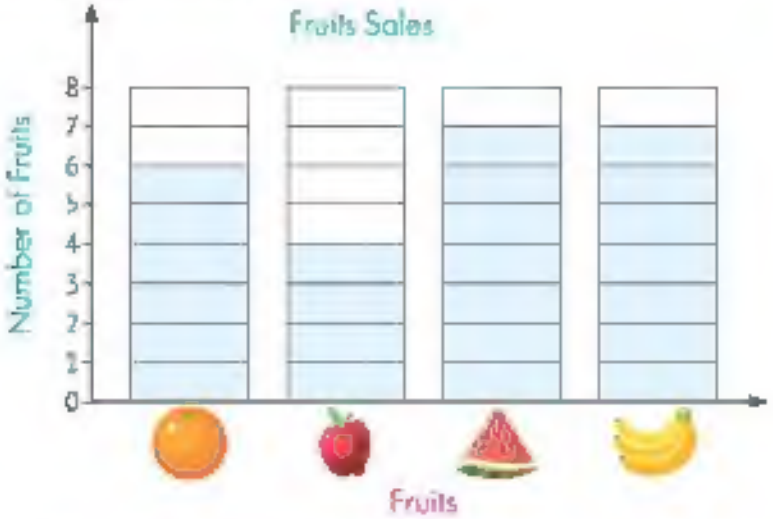
ⓐ The number of = 6

ⓑ The number of = 4

ⓒ The number of = 7

ⓓ The number of = 7

2 Complete the following bar graph:



3 Complete using (<, = or >):

ⓐ The number of > the number of

ⓑ The number of < the number of

ⓒ The number of = the number of

ⓓ The number of > the number of

Activity 2

There are different fish in the aquarium. Count and write the numbers.

1 Complete the following:

ⓐ The number of = 7

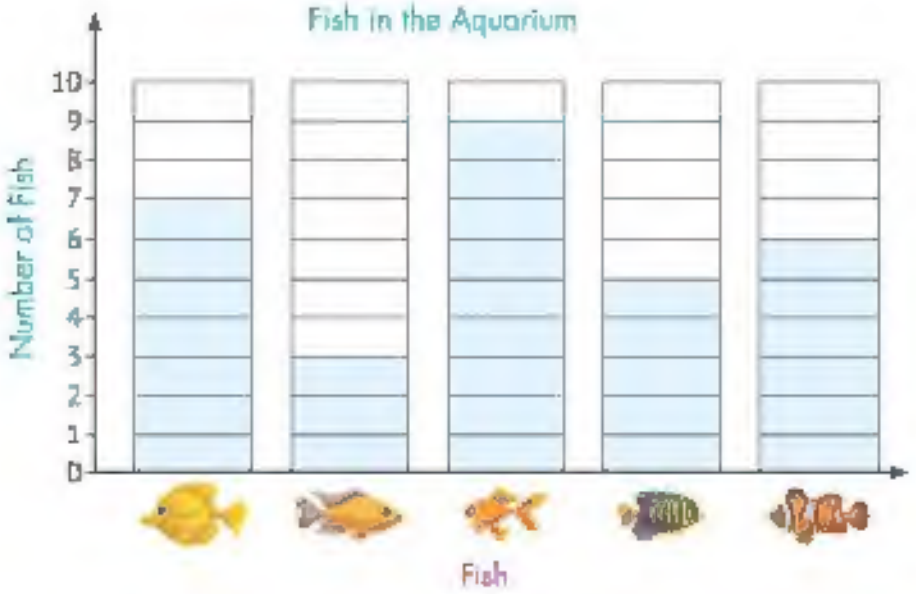
ⓑ The number of = 3

ⓒ The number of = 9

ⓓ The number of = 6

ⓔ The number of = 5

2 Complete the following bar graph:

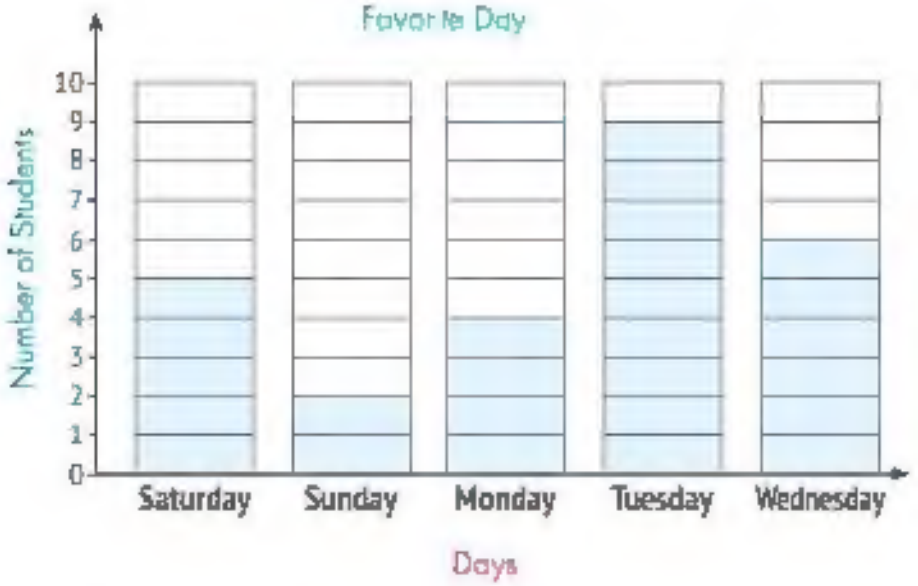


Activity 3

The following table shows the students' favorite days. Complete the bar graph, then answer the questions.

Day	Saturday	Sunday	Monday	Tuesday	Wednesday
Number of Students	5	2	4	9	6

1 Complete the following bar graph:



2 Choose the correct answer:

a The number of students who prefer Wednesday is 6.
(3 or 5 or (6))

b The least favorite day for students is Sunday.
((Sunday) or Monday or Saturday)

c The most favorite day for students is Tuesday.
(Wednesday or (Tuesday) or Thursday)

HOME ACTIVITIES

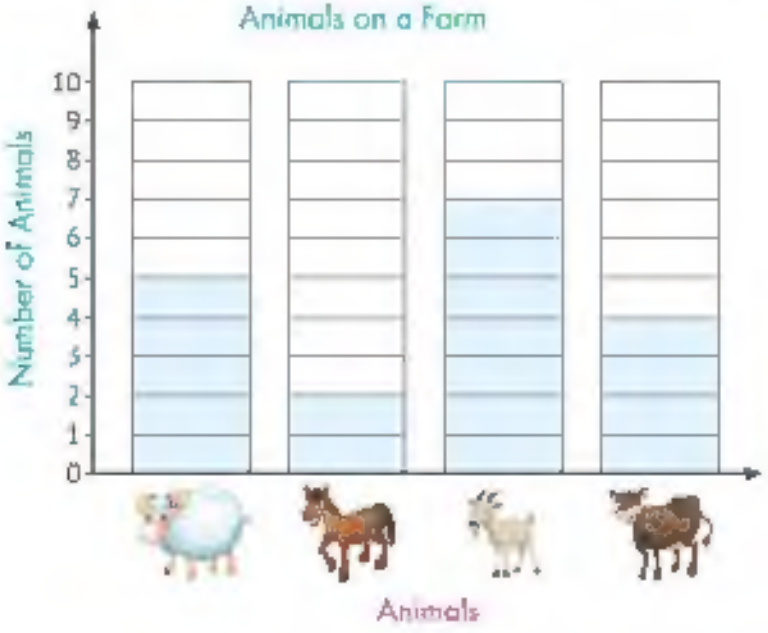
1 The following picture represents a group of different animals on a farm. Count and write the numbers, then complete the bar graph.

ⓐ The number of = 5

ⓑ The number of = 4

ⓒ The number of = 2

ⓓ The number of = 8



2 There are different fish in the aquarium.

Count and write the numbers, then complete the bar graph.

ⓐ The number of = 3

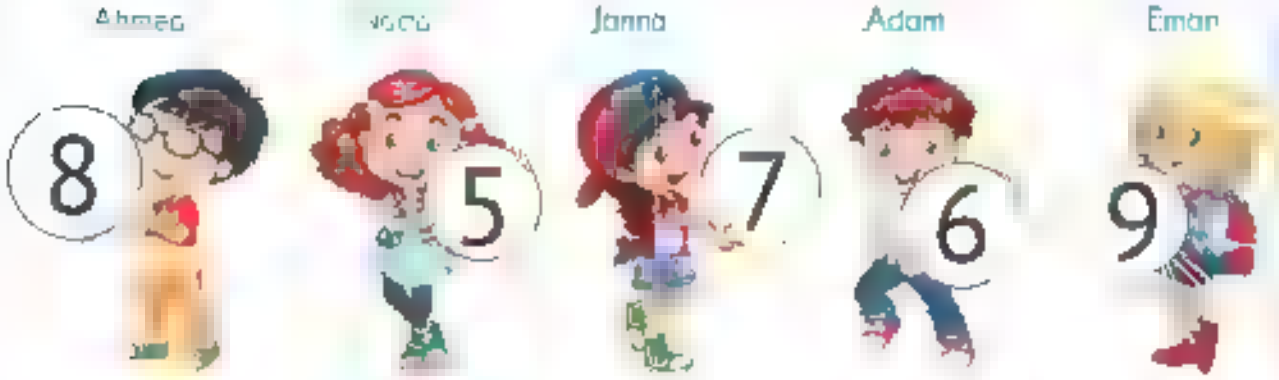
ⓑ The number of = 6

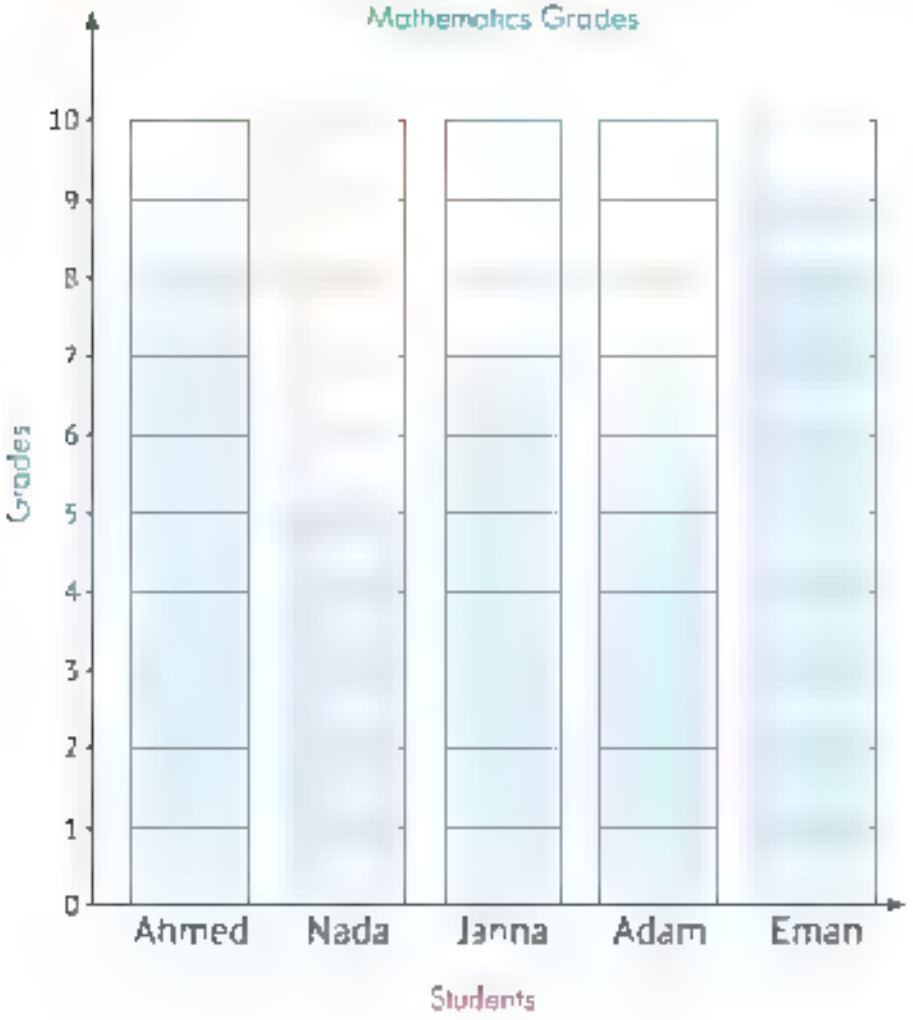
ⓒ The number of = 7

ⓓ The number of = 2

ⓔ The number of = 4

3 The picture shows the grades of a group of students in mathematics. Complete the bar graph using this data:

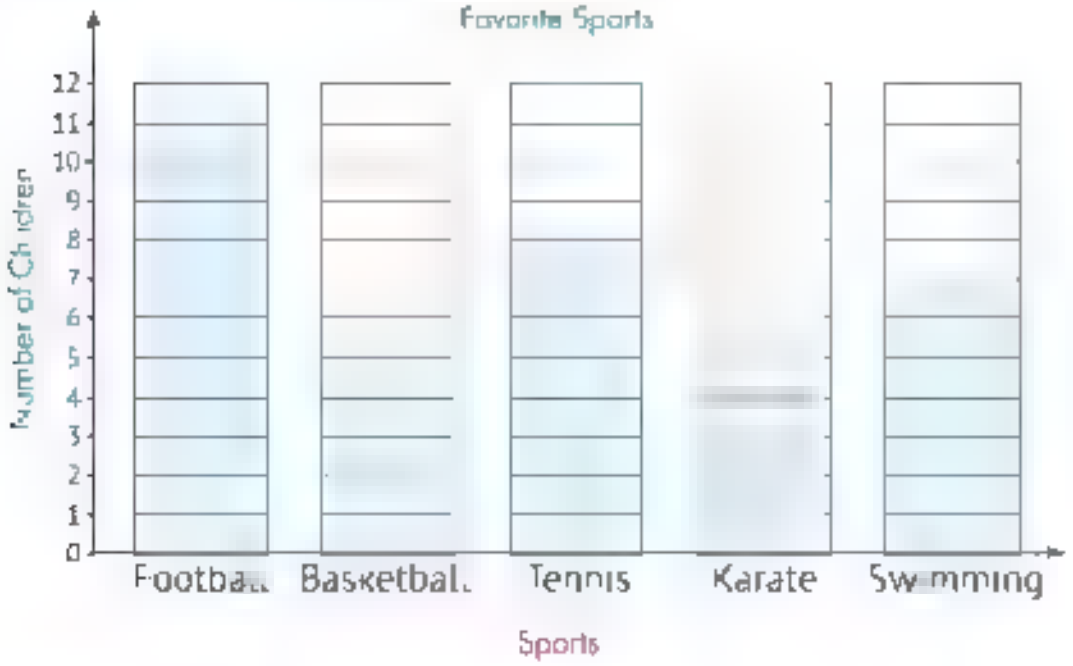




4 The following table represents the favorite sports of a number of children:

Sport	Football	Basketball	Tennis	Karate	Swimming
Number of Children	12	6	8	5	7

a Complete the following bar graph.



b Answer the following questions.

a) How many children prefer football?

12

b) What is the total number of children who prefer basketball and karate?

6+5=11

c) What is the difference between the number of children who prefer tennis and those who prefer swimming?

8-7 =1

3-5

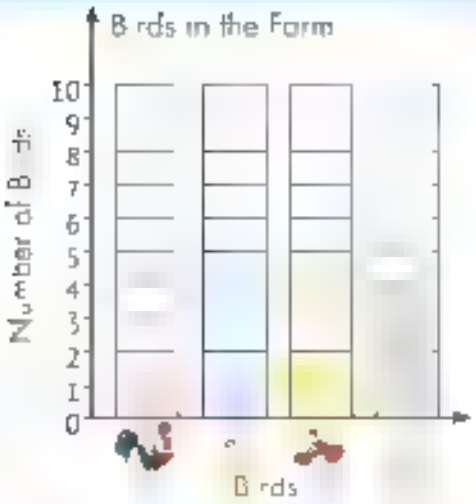
Comparing, Representing, and Interpreting Data
Representing Data with a Scale of 1
مقارنة وتفسير البيانات – تمثيل البيانات بمقياس 1

3-5

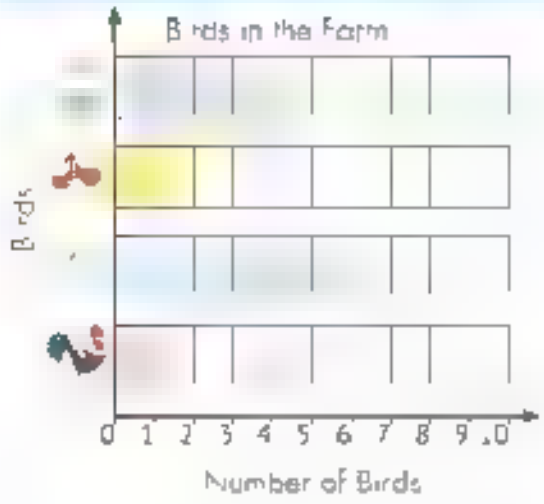
Ex. Look at the following birds in the farm bar graphs.

Bird	Number of Birds
	1
	6
	2
	4

Vertical Bar Graph



Horizontal Bar Graph



Notes:

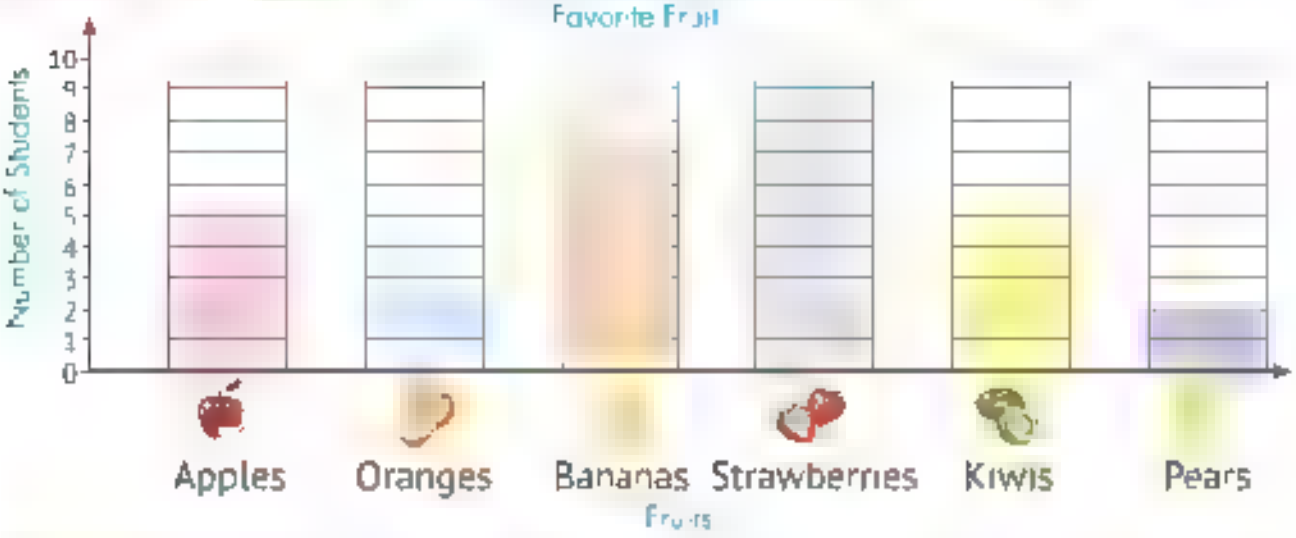
- The data can be recorded in a table to facilitate its study.
- The two bar graphs are the same.

- يمكن تسجيل البيانات في الجدول لتسهيل دراستها.
- التمثيل بالأعمدة العمودية الرأسية و الأفقية متشابهين.

Compare	مقارنة	Most	الأكثر	Greater than	أكبر من
Greatest	الأكبر	Less than	أقل من	least	الأقل

Activity

Look at the favorite fruit graph and then answer:



1 Complete the following table:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	5	3	7	9	5	2

2 Use the bar graph: complete using (< , = or >)

a. Number of students who liked apples = Number of students who liked kiwis

b. Number of students who liked oranges < Number of students who liked bananas

c. Number of students who liked pears < Number of students who liked strawberries

3 Answer the following questions

a. How many students liked oranges? 3

b. How many more students liked strawberries than pears? 9 - 2 = 7

c. How many students altogether liked kiwis, apples and oranges?

5+5+3=13

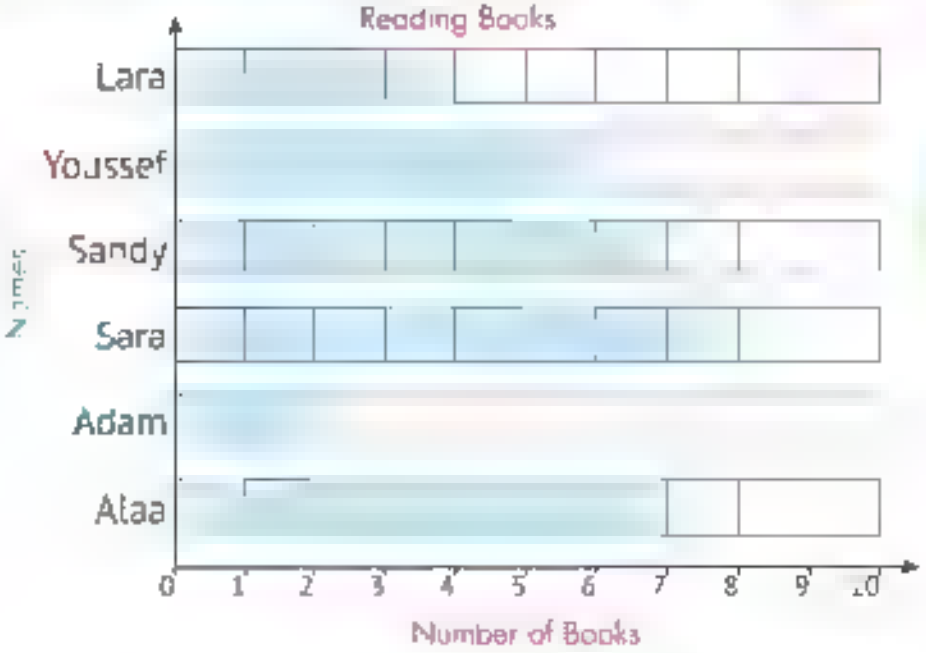
d. Which fruit is liked the most? Strawberries

e. Which fruit is liked the least? Pears

3-5

Activity 2 Use the following table to complete the bar graph

Name	Number of Books
Alaa	7
Adam	2
Sara	8
Sandy	7
Youssef	6
Lara	4



1 Use the graph to order the names of students who read the books from the least to the greatest.

Adam , Lara , Youssef , Sandy , Alaa , Sara

2 Use the bar graph, complete using (< , = or >).

a. Number of books that Alaa read = Number of books that Sandy read

b. Number of books that Sara read > Number of books that Lara read

c. Number of books that Youssef read < Number of books that Sandy read

3 Answer the following questions:

a. How many books did Sara read? 8

b. How many more books did Alaa read than Lara? 7 − 4 = 3

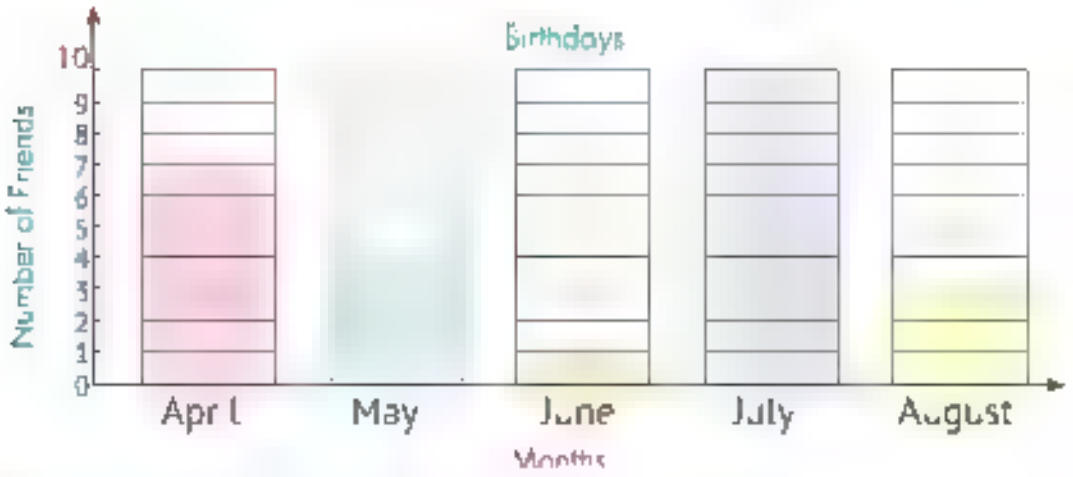
c. How many books altogether did Sandy, Youssef and Adam read?

7+6+2=15

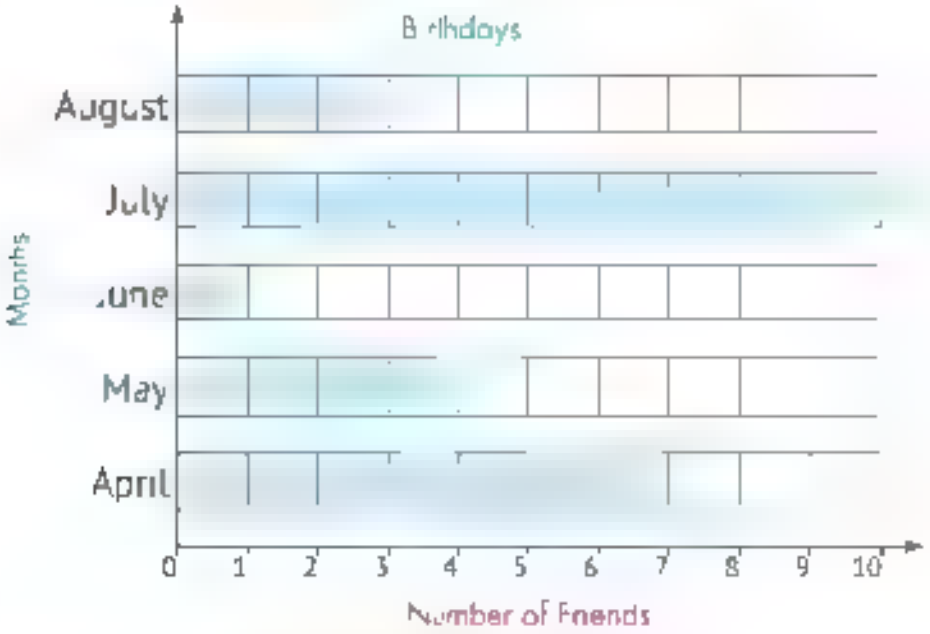
d. Who read the greatest number of books? Sara

e. Who read the least number of books? Adam

Activity Emad collected data about the birthdays of some of his friends, and then made the following bar graph



1 Complete the following horizontal bar graph:



2 Complete the following sentences.

a. The number of students whose birthdays are in July is 10

b. The month in which the fewest number of Emad's friends were born is June

c. The difference between the number of Emad's friends born in April and those born in August is 7 – 3 = 4

1 Look at the favorite fruit graph and then answer.

First Complete the following table:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	7	6	6	10	7	4

Second Use the bar graph and complete using (< , = or >).

a Number of students who liked apples **>** Number of students who liked kiwis

b Number of students who liked oranges **=** Number of students who liked bananas

c Number of students who liked pears **<** Number of students who liked strawberries

Third Answer the following questions

a How many students liked oranges? 6

b How many more students liked strawberries than pears?

$10 - 4 = 6$

c How many students all together liked kiwis, apples and oranges?

$7 + 7 + 6 = 20$

d How many students all together liked bananas and oranges?

$6 + 6 = 12$

e What is the difference between the number of students who liked apples and those who liked bananas? $7 - 6 = 1$

f Which fruit is liked the most? Strawberries

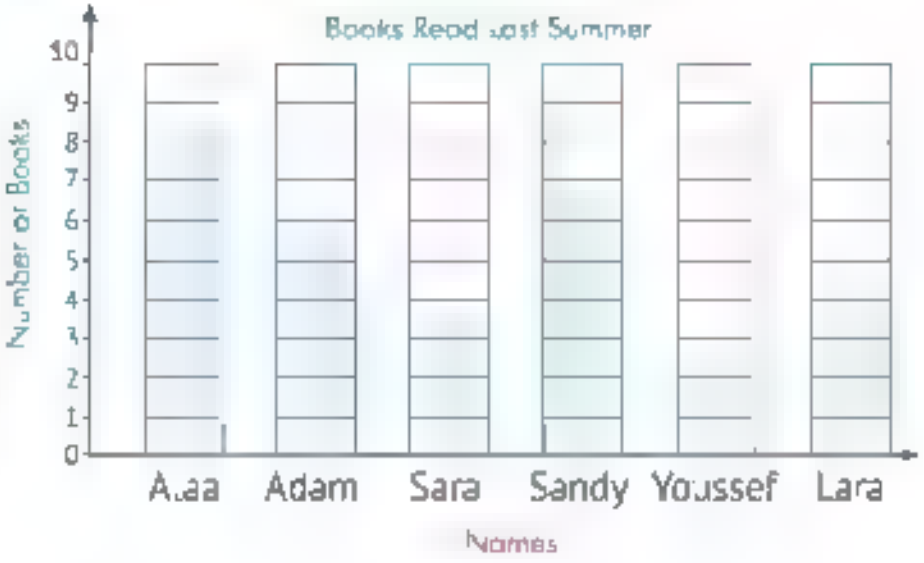
g Which fruit is liked the least? Pears

h Arrange the types of fruits according to the number of students from the least to the greatest.

Pears , Orange , Bananas , Kiwis , Apples , Strawberries

2 Use the following table to complete the bar graph:

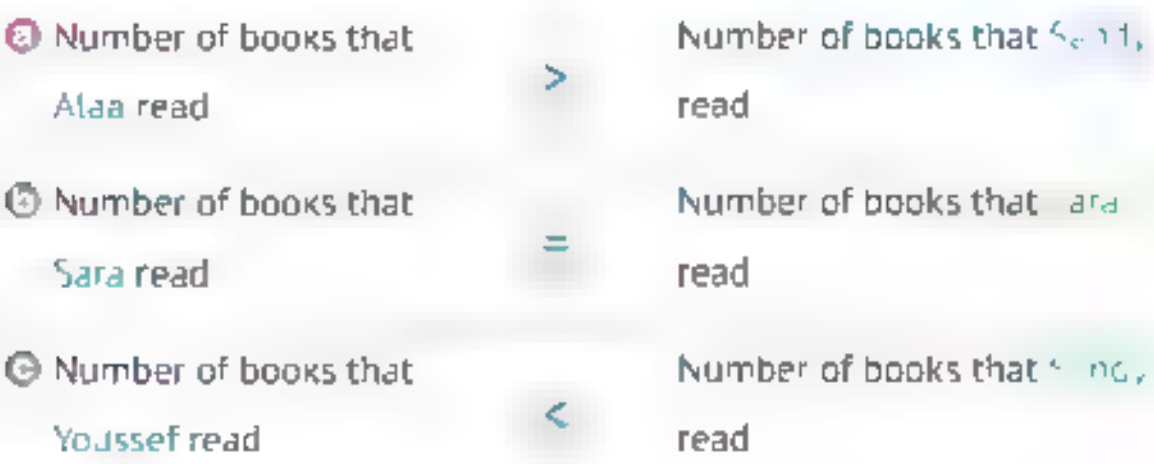
Name	Number of Books
Aaa	8
Adam	6
Sara	4
Sandy	7
Youssef	2
Lara	4



First **Use the graph to order the names of students who read the books from the least to the greatest.**

Youssef , Sara , Sara , Alaa , Sandy , Adel

Second **Use the bar graph and complete using (< , = or >):**



(a) Number of books that Alaa read > Number of books that Sandy read

(b) Number of books that Sara read = Number of books that Sara read

(c) Number of books that Youssef read < Number of books that Sandy read

Third **Answer the following questions**

(a) How many books did Sara read? 4

(b) How many more books did Alaa read than Sara?

$8 - 4 = 4$

(c) How many books altogether did Sandy, Youssef and Adel read?

$7 + 2 + 6 = 15$

(d) Who read the greatest number of books? Adel

(e) Who read the least number of books? Youssef

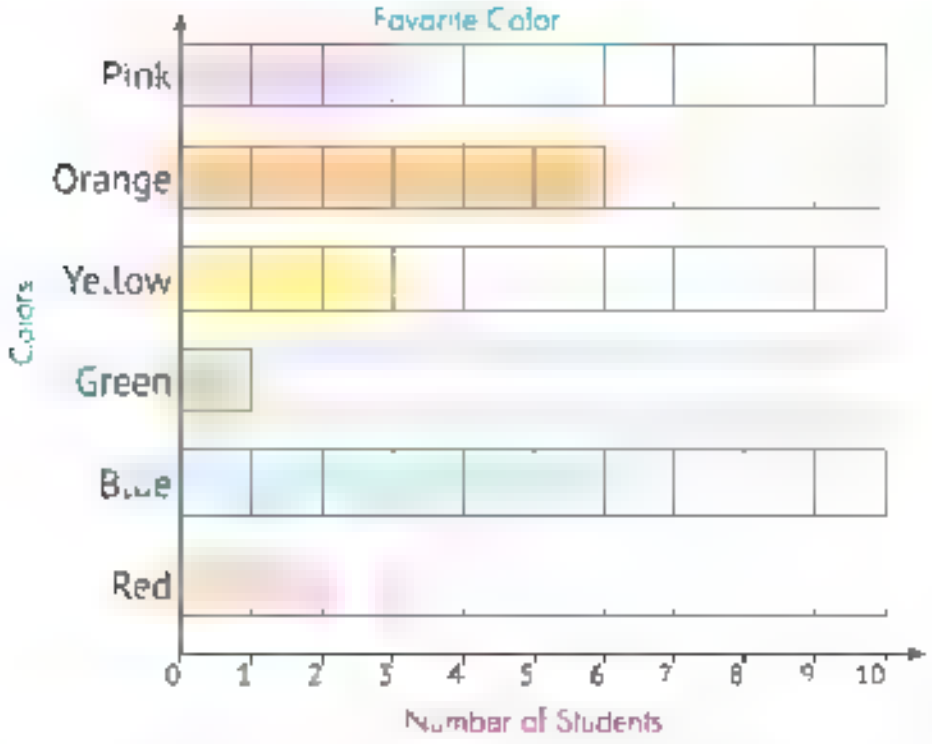
(f) How many more books did Sandy read than Youssef?

$7 - 2 = 5$

(g) How many fewer books did Sara read than Alaa?

$6 - 4 = 2$

3 Look at the favorite color graph and then answer the questions.



Color	Number of Students
Red	2
Blue	5
Green	1
Yellow	3
Orange	6
Pink	3

First. Use the bar graph and complete using (< = or >):

a. Number of students who liked red **>** Number of students who liked green

b. Number of students who liked green **<** Number of students who liked orange

c. Number of students who liked yellow **=** Number of students who liked pink

d. Number of students who liked blue **>** Number of students who liked yellow

e. Number of students who liked orange **=** Number of students who liked blue

f. Number of students who liked pink **>** Number of students who liked red

Second Answer the following questions:

a How many students liked red the most?

2

b How many students liked blue the most?

6

c How many students liked green the most?

1

d How many students liked yellow the most?

3

e How many students liked orange the most?

6

f How many students liked pink the most?

3

g How many students liked pink and blue (pink + blue)?

3 + 6 = 9

h How many more students liked yellow than green (yellow – green)?

3 – 1 = 2

i How many students liked red and blue (red + blue)?

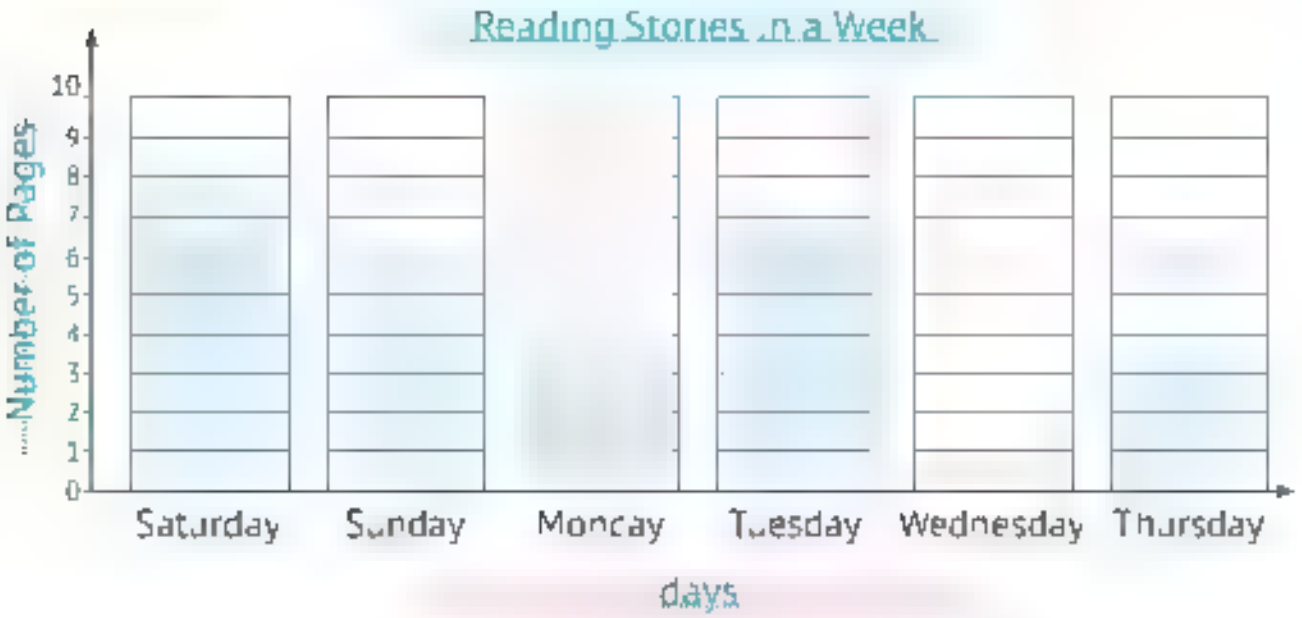
2 + 6 = 8

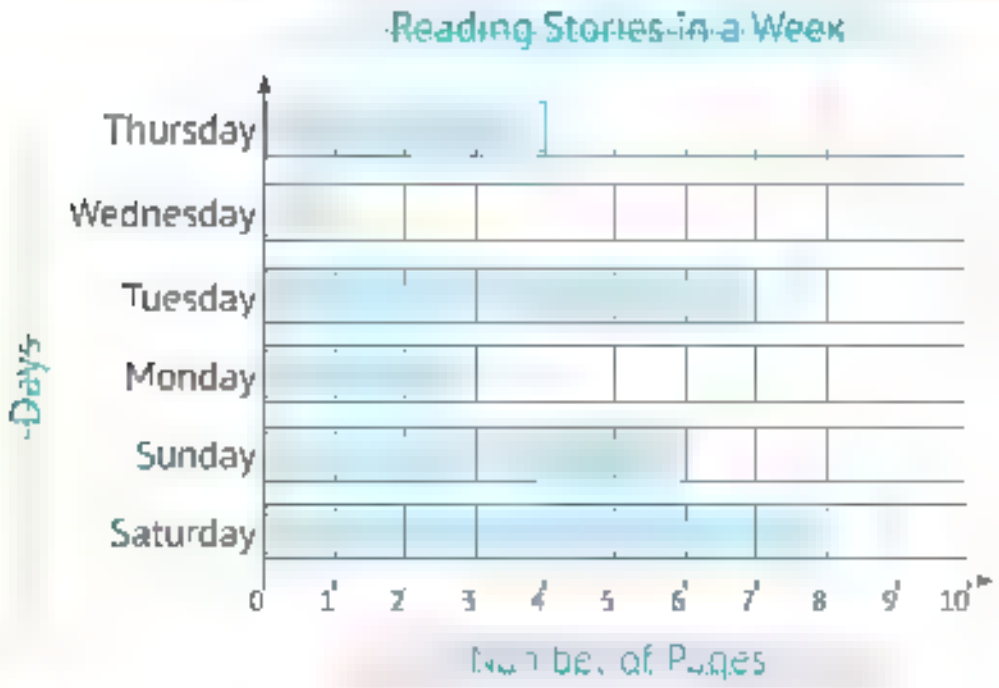
j How many more students liked blue than orange (blue – orange)?

6 – 6 = 0

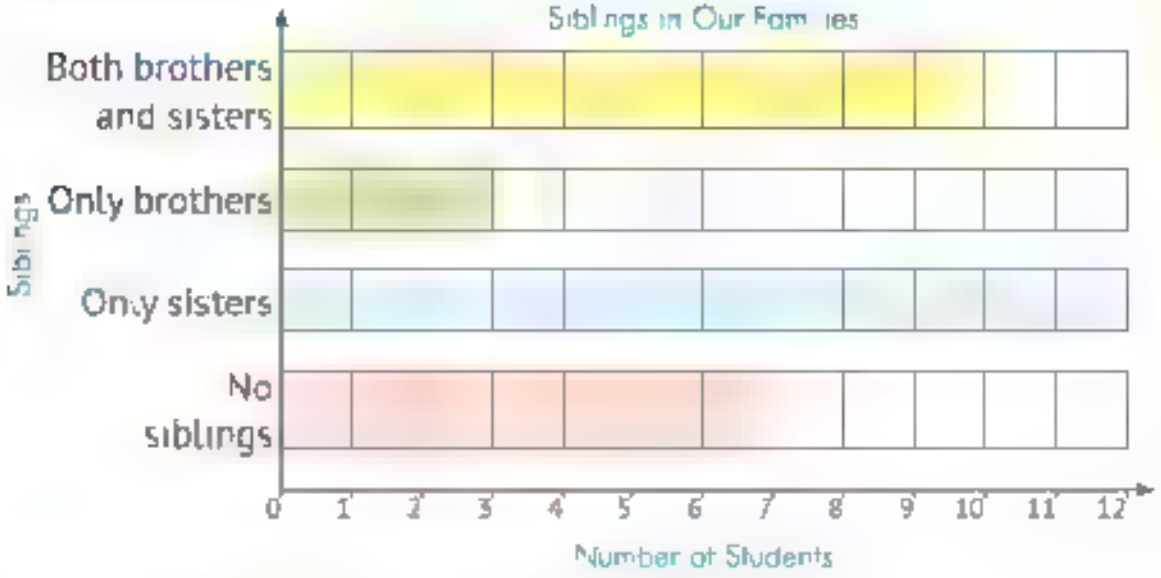
4 The following table shows the number of pages Mahmoud read from one of the stories during a week:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Pages	8	6	3	7	1	4





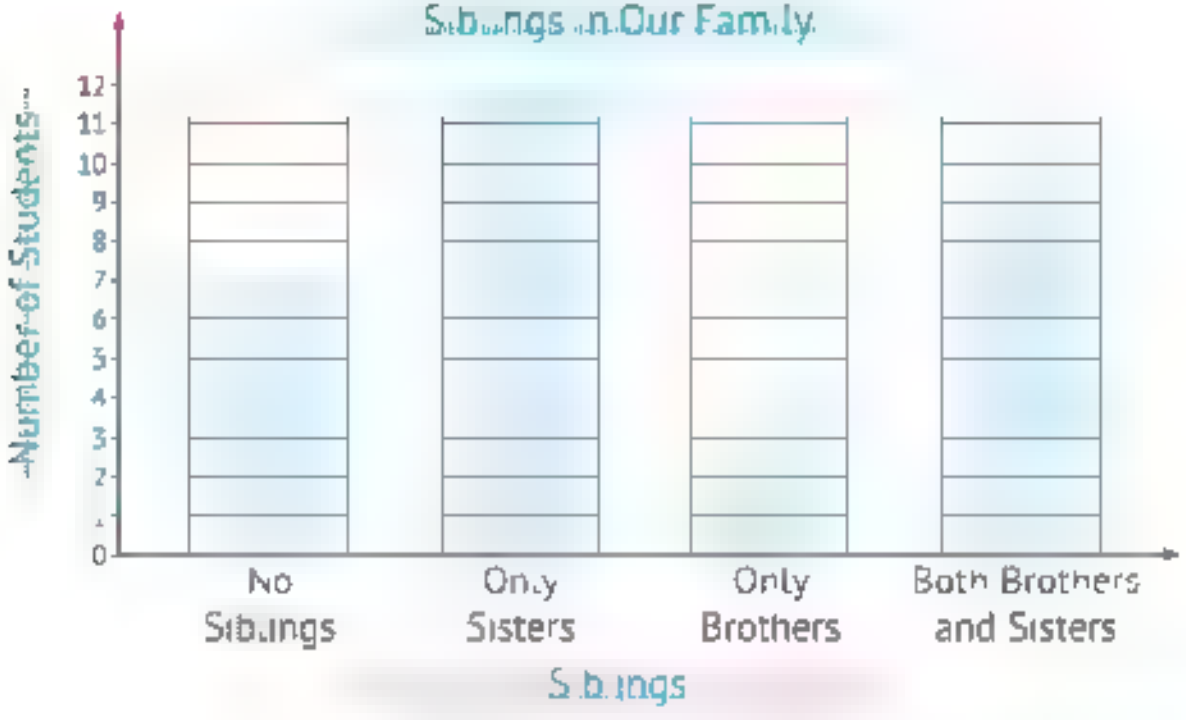
5 The following graph shows data about the siblings of a number of students:



First Complete the following table:

Sibling	No Siblings	Only Sisters	Only Brothers	Both Brothers and Sisters
Number of Students	7	12	3	10

Second Complete the following vertical bar graph:



Chapter 1

6–8

Representing Data with a Scale of 2 and 10 – Bar Graph

تمثيل البيانات بمقاس (2 و 10) – والتمثيل البياني بالأعمدة

Skip Counting by 2s

Learn We start from 2, then jump by 2 to reach 4 and then jump again to reach 6 and so on

نبدأ من العدد 2 ثم نقفز بمقدار 2 لنصل إلى العدد 4 ثم نقفز مرة أخرى لنصل إلى العدد 6 ... وهكذا

Activity Start from 2, then jump by 2 Color the numbers you stand at and write them next to the 120 Chart.

112 · 114 · 116 · 118 · 120 ←	111	112	113	114	115	116	117	118	119	120
102 · 104 · 106 · 108 · 110 ←	101	102	103	104	105	106	107	108	109	110
92 · 94 · 96 · 98 · 100 ←	91	92	93	94	95	96	97	98	99	100
82 · 84 · 86 · 88 · 90 ←	81	82	83	84	85	86	87	88	89	90
72 · 74 · 76 · 78 · 80 ←	71	72	73	74	75	76	77	78	79	80
62 · 64 · 66 · 68 · 70 ←	61	62	63	64	65	66	67	68	69	70
52 · 54 · 56 · 58 · 60 ←	51	52	53	54	55	56	57	58	59	60
42 · 44 · 46 · 48 · 50 ←	41	42	43	44	45	46	47	48	49	50
32 · 34 · 36 · 38 · 40 ←	31	32	33	34	35	36	37	38	39	40
22 · 24 · 26 · 28 · 30 ←	21	22	23	24	25	26	27	28	29	30
12 · 14 · 16 · 18 · 20 ←	11	12	13	14	15	16	17	18	19	20
2 · 4 · 6 · 8 · 10 ←	1	2	3	4	5	6	7	8	9	10

Skip counting العد بالقفز Jump قفز Jumps قفزات

Skip Counting by 10s

Learn We start from 10, then jump by 10 to reach 20 and then jump again to reach 30 and so on

العد بالقفز بمقدار 10 نبدأ من العدد 0 ثم نقفز بمقدار 10 نصل إلى العدد 20 ثم نقفز مرة أخرى لنصل إلى العدد 30... وهكذا

Activity 1 Use the following 120 Chart to skip counting by 10s. Color the numbers you stand at, and write them next to the 120 Chart.

120	111	112	113	114	115	116	117	118	119	120
110	101	102	103	104	105	106	107	108	109	110
100	91	92	93	94	95	96	97	98	99	100
90	81	82	83	84	85	86	87	88	89	90
80	71	72	73	74	75	76	77	78	79	80
70	61	62	63	64	65	66	67	68	69	70
60	51	52	53	54	55	56	57	58	59	60
50	41	42	43	44	45	46	47	48	49	50
40	31	32	33	34	35	36	37	38	39	40
30	21	22	23	24	25	26	27	28	29	30
20	11	12	13	14	15	16	17	18	19	20
10	1	2	3	4	5	6	7	8	9	10

Activity 2 Complete in the same pattern

a. 8 , 10 , 12 , 14 , 16 , 18 , 20 , 22

b. 28 , 26 , 24 , 22 , 20 , 18 , 16 , 14

c. 20 , 30 , 40 , 50 , 60 , 70 , 80 , 90

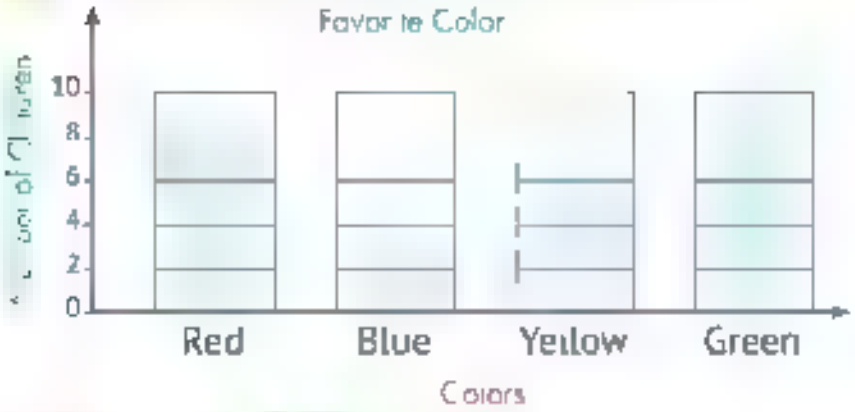
d. 120 , 110 , 100 , 90 , 80 , 70 , 60 , 50

Activity 1

The following bar graph represents the favorite color of a number of children:

Color	Number of Children
Red	8
Blue	4
Yellow	6
Green	10

Complete the following bar graph.

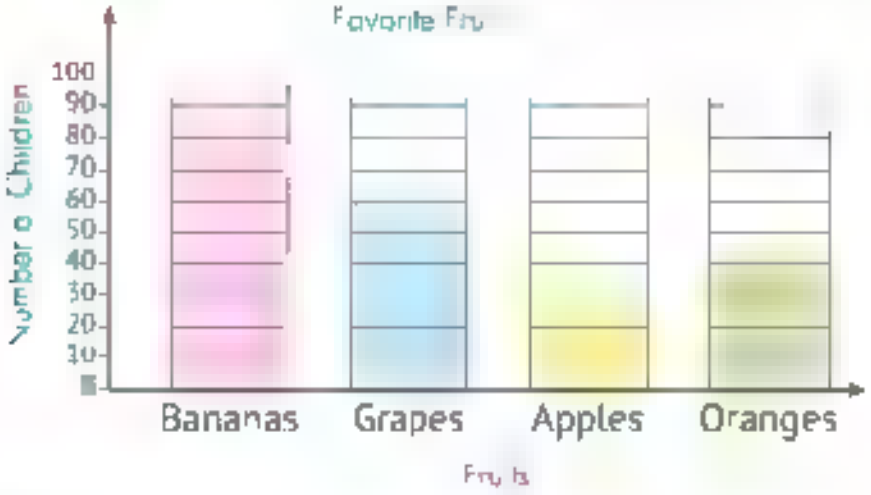


Notes:

- Each square in the first bar graph is equal to two squares in the second bar graph.

Activity 2

Use the bar graph to answer the following questions.



a How many children liked bananas the most? 90

b How many children liked oranges the most? 40

c Which fruit is liked the least? Apples

d Which fruit is liked the most? Bananas

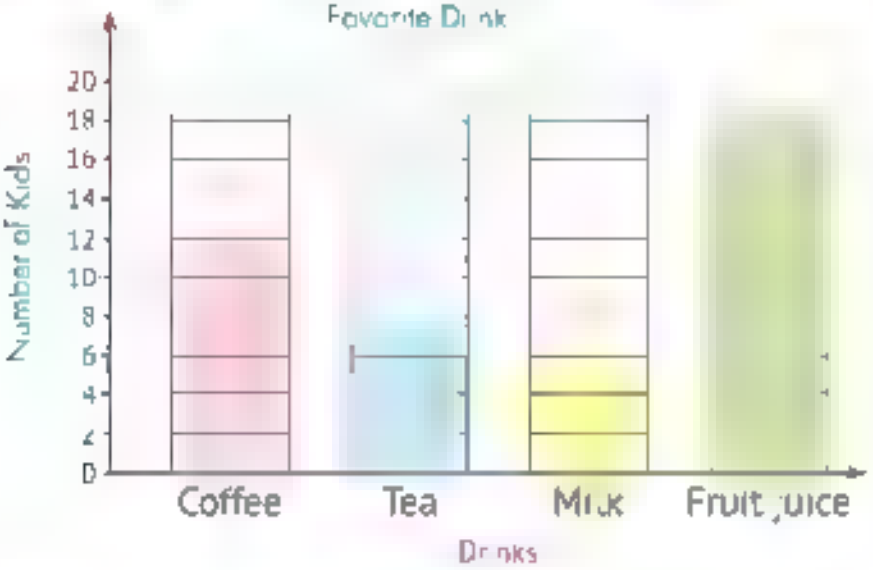
e How many children in all liked grapes and apples?

60 + 30 = 90

f How many more children liked bananas than oranges?

90 − 40 = 50

Activity 17 Use the bar graph to answer the following questions



a How many kids liked fruit juice the most? 18

b How many kids liked tea the most? 8

c How many kids in all liked tea and fruit juice?

8 + 18 = 26

d How many more kids liked coffee than milk?

12 − 6 = 6

e Which drink is liked the least? Milk

f Which drink is liked the most? Fruit juice

1 Complete in the same pattern:

a) 0 , 2 , 4 , 6 , 8 , 10 , 12

b) 0 , 10 , 20 , 30 , 40 , 50 , 60

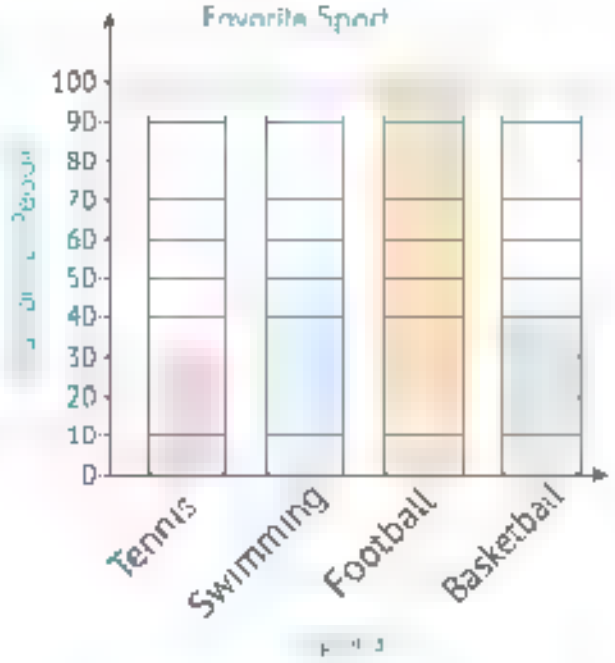
c) 36 , 38 , 40 , 42 , 44 , 46 , 48

d) 110 , 100 , 90 , 80 , 70 , 60 , 50

e) 96 , 94 , 92 , 90 , 88 , 86 , 84

f) 60 , 50 , 40 , 30 , 20 , 10 , 0

2 Use the bar graph to answer the following questions:



a) How many people liked basketball the most? 40

b) How many people liked swimming the most? 60

c) Which sport is liked the least? Tennis

d) Which sport is liked the most? Football

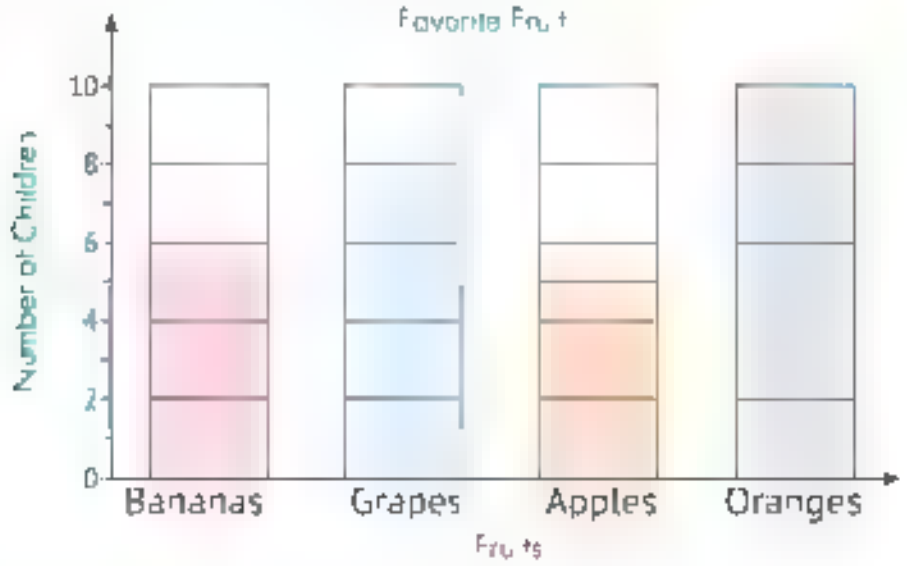
e) How many people in all liked football and swimming? 100 + 60 = 160

f) How many more people liked basketball than tennis? 40 − 30 = 10

Complete the following table:

Sport	Tennis	Swimming	Football	Basketball
Number of People	30	60	100	40

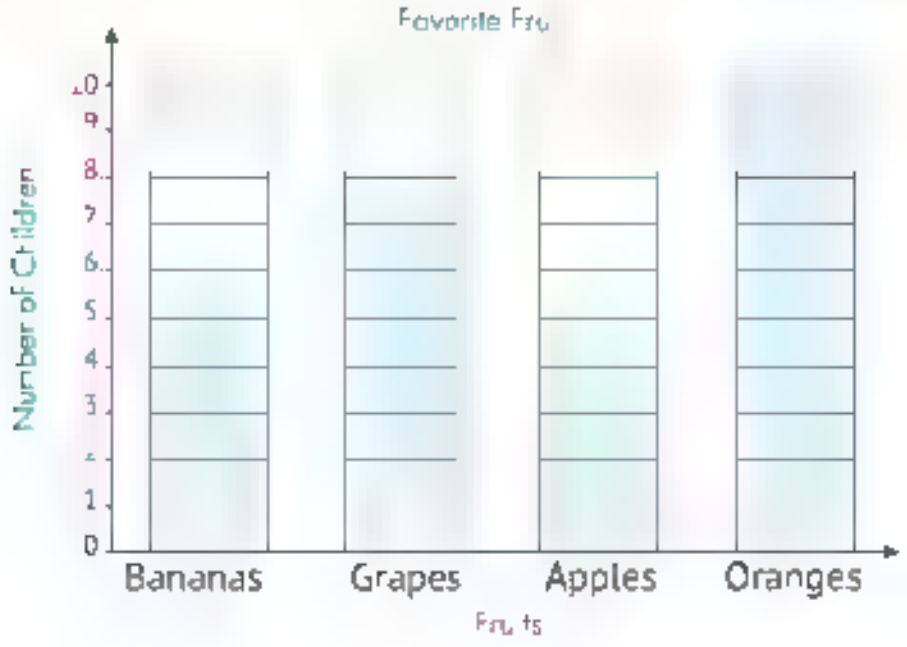
3 **The following bar graph represents the favorite fruit of a number of children:**



First **Complete the following table:**

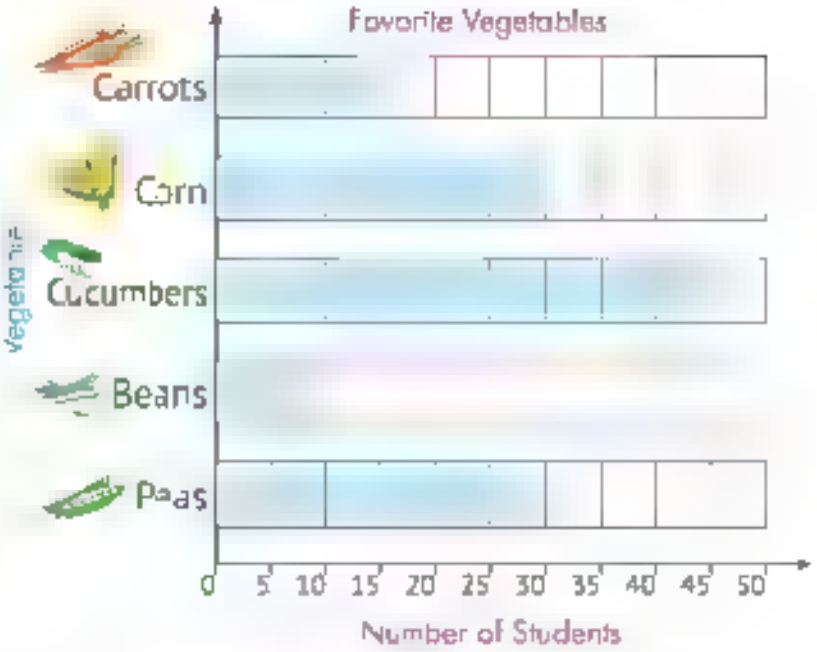
Fruit	Bananas	Grapes	Apples	Oranges
Number of Children	6	8	5	10

Second **Represent the previous data using the following graph.**



4 Use the following table to complete the bar graph.

Vegetable	Number of Students
Carrots	15
Corn	30
Cucumbers	45
Beans	10
Peas	30



First: Use the bar graph and complete using (< , = or >):

a. Number of students who liked carrots **<** Number of students who liked cucumbers

b. Number of students who liked beans **<** Number of students who liked carrots

c. Number of students who liked corn **=** Number of students who liked peas

Second: Answer the following questions:

a. How many students liked carrots? 15

b. How many more students liked corn than peas? 30 − 30 = 0

c. How many students all together liked carrots, beans and corn? 15 + 10 + 30 = 55

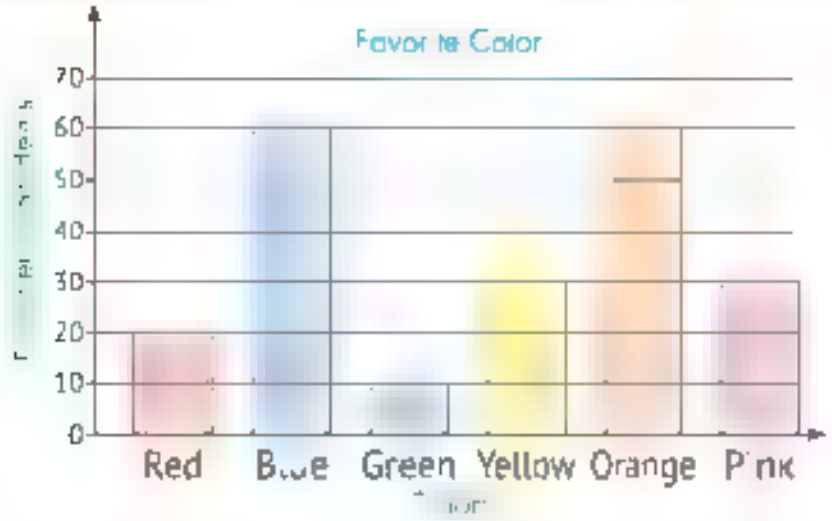
d. Which vegetable is liked the most? Cucumbers

e. Which vegetable is liked the least? Beans

Third: Use the bar graph to order the kinds of vegetables from the greatest to the least:

Cucumbers › Corn › Peas = Carrots › Beans

5 **Look at the favorite color graph and then answer the questions.**



Color	Number of Students
Red	20
Blue	60
Green	10
Yellow	30
Orange	50
Pink	30

First **Use the bar graph complete using (< , = or >).**

a. Number of students who liked red **>** Number of students who liked green

b. Number of students who liked blue **=** Number of students who liked yellow

c. Number of students who liked yellow **=** Number of students who liked pink

d. Number of students who liked orange **=** Number of students who liked blue

e. Number of students who liked pink **>** Number of students who liked red

Second **Answer the following questions:**

a. How many students liked red the most? 20

b. How many students liked blue the most? 60

c. How many students liked yellow the most? 30

d. How many students liked orange the most? 50

e. How many students liked pink and blue (pink + blue)? 30 + 60 = 90

f. How many more students liked yellow than green (yellow − green)?

30 − 10 = 20

Pictograph – Graph Elements

التمثيل البياني بالصور – عناصر التمثيل البياني

g&10

Notes!

- The graphic representation in pictures is called a pictograph, in which the images are the data, and the key to the drawing tells us the quantity (numerical amount) represented by each image

• التمثيل البياني بالصور هو تمثيل بياني باستخدام الصور حيث الصور هي البيانات ومفتاح الرسم يخبرنا بالكمية الرقمية التي تمثلها كل صورة.

Ex. The following pictograph shows the number of houses that have been built in some months

Month	Number of Houses
January	
February	
March	
April	
May	

Key

= 2 houses

This means that each house represents 2 houses

هذا يعني أن كل صورة منزل تمثل عدد 2 منزل

= 1 house

This means that each house represents 1 house

هذا يعني أن كل صورة نصف منزل تمثل عدد 1 منزل

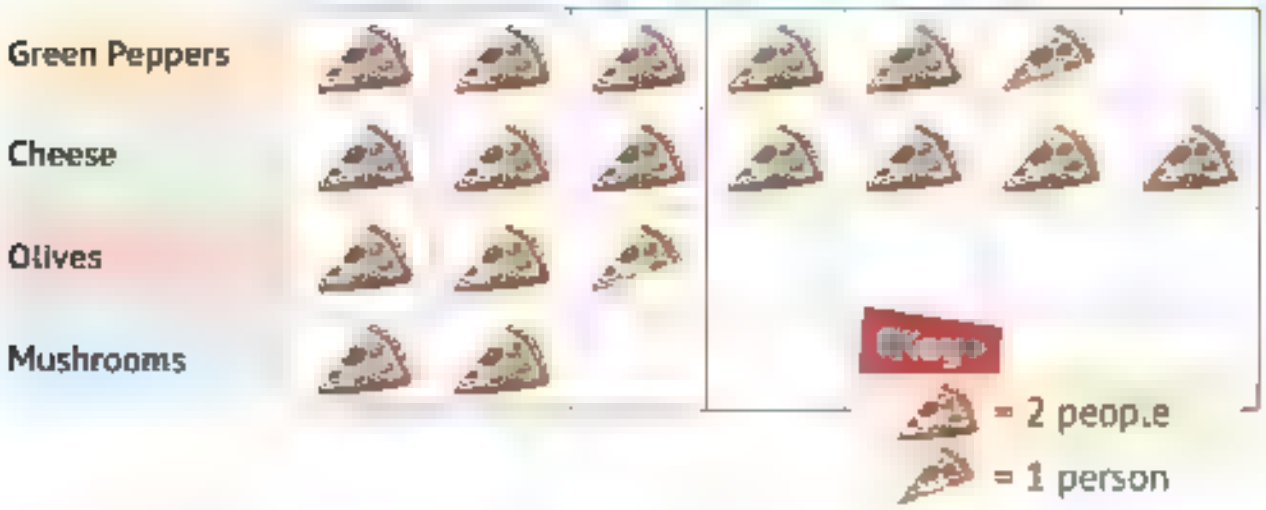
Pictograph التمثيل بياني بالصور Key مفتاح

Activity 17

9&10

Look at the data in the pictograph and answer the questions

Favorite Pizza Toppings



Complete the following table:

Pizza Topping	Green Peppers	Cheese	Olives	Mushrooms
Number of People	11	14	5	4

a) How many people liked cheese and green peppers?

14 + 11 = 25

b) How many people liked cheese, green peppers and olives?

14 + 11 + 5 = 30

c) How many more people liked cheese than green peppers?

14 − 11 = 3

d) How many fewer people liked mushrooms than olives?

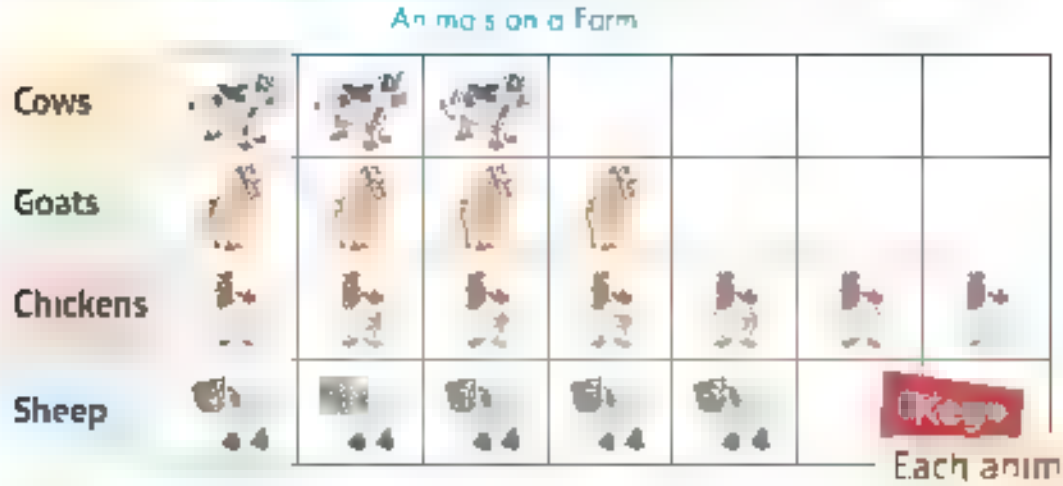
5 − 4 = 1

e) What is the pizza topping that liked the most on this graph?

Cheese

Activity

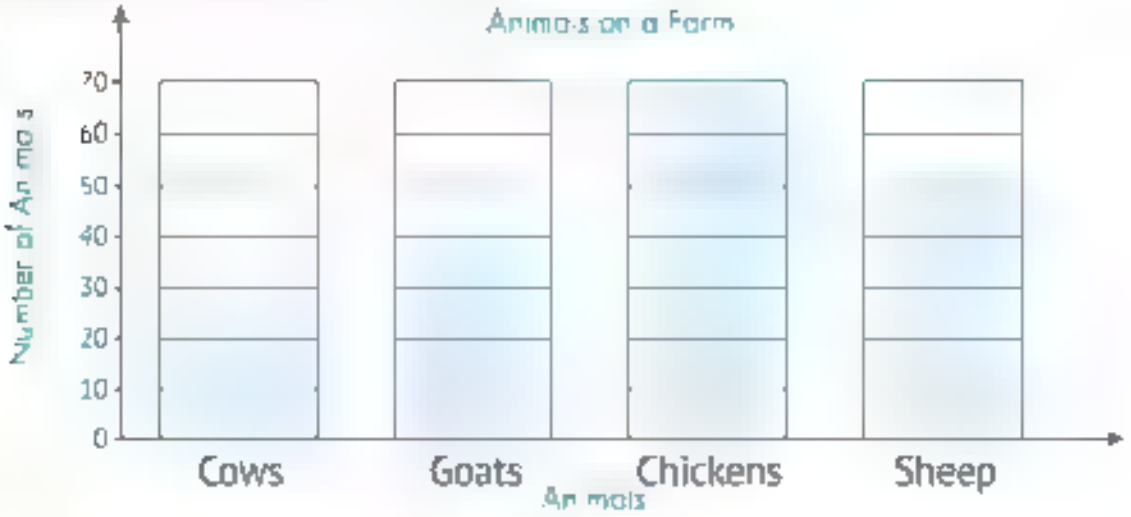
Look at the animals on a farm pictograph, then answer:



1 Complete the following table:

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	30	40	70	50

2 Complete the following bar graph.



3 Answer the following questions.

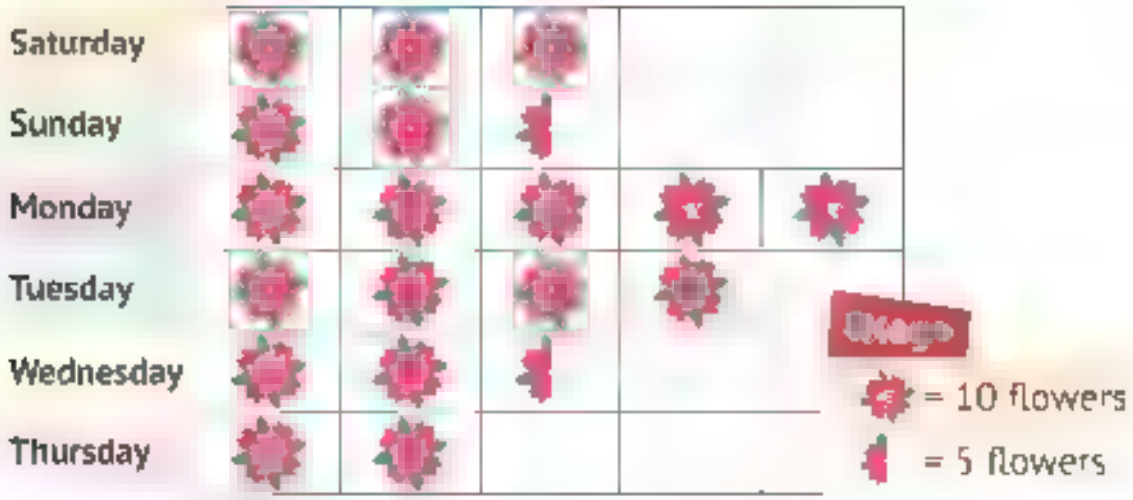
a) How many cows are there on the farm? 30

b) How many goats and chickens are there on the farm? 40 + 70 = 110

c) What is the most type of animals found on the farm? Chickens

d) What is the least type of animals found on the farm? Cows

1 Look at the Pick a Flower pictograph and then answer:



First Complete the following table:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Flowers	50	25	50	40	25	20

Second Use the bar graph and complete using (< , = or >).

(a) Number of flowers p cked on Sunday < Number of flowers p cked on Tuesday

(b) Number of flowers picked on Saturday > Number of flowers p cked on Sunday

(c) Number of flowers p cked on Wednesday < Number of flowers p cked on Monday

(d) Number of flowers picked on Monday > Number of flowers p cked on Wednesday

(e) Number of flowers picked on Tuesday > Number of flowers p cked on Saturday

(f) Number of flowers p cked on Thursday < Number of flowers picked on Saturday

Third Answer the following questions:

a How many flowers were picked on Monday?

50

b How many flowers were picked on Tuesday?

40

c How many more flowers were picked on Saturday than Sunday?

30 − 25 = 5

d How many more flowers were picked on Monday than Tuesday?

50 − 40 = 10

e How many more flowers were picked on Monday than Wednesday?

50 − 25 = 25

f How many more flowers were picked on Sunday than Thursday?

25 − 20 = 5

g Which day had the most number of flowers picked?

Monday

h Which day had the least number of flowers picked?

Thursday

2 Look at the following pictograph, then answer

First, Complete the following table:

Name	Sara	Tamer	Nader	Adam	Sandy	Janna
Number of Cookies	11	8	16	5	11	10

Second Use the bar graph and complete using (< , = or >).

a Number of cookies Sara ate > Number of cookies Tamer ate

b Number of cookies Nader ate > Number of cookies Adam ate

c Number of cookies Sandy ate > Number of cookies Janna ate

d Number of cookies Tamer ate < Number of cookies Sandy ate

e Number of cookies Adam ate < Number of cookies Sara ate

f Number of cookies Sandy ate = Number of cookies Sara ate

Third Answer the following questions:

a How many cookies did Tamer eat?

8

b How many cookies did Janna eat?

10

c How many more cookies did Sara eat than Adam?

11 − 5 = 6

d How many more cookies did Sandy eat than Janna?

11 − 10 = 1

e How many cookies did Sara, Nader and Adam eat?

11 + 16 + 5 = 32

f How many cookies did Tamer and Sandy eat?

8 + 11 = 19

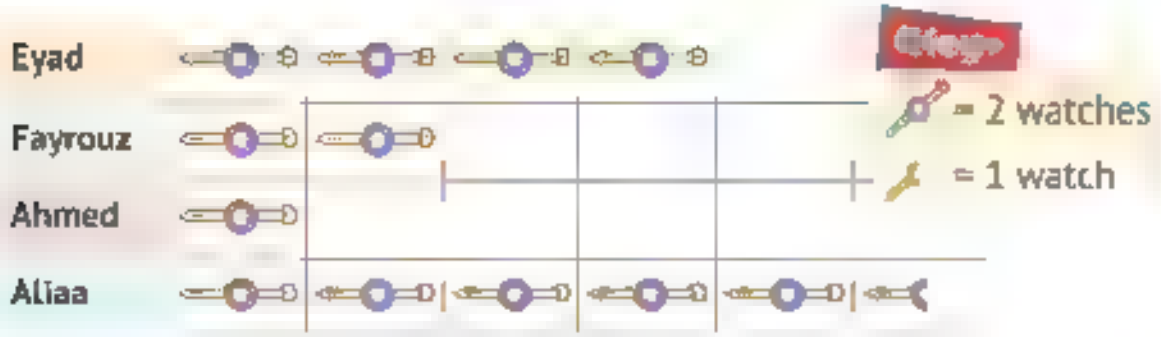
g Who ate the greatest number of cookies?

Nader

h Who ate the least number of cookies?

Adam

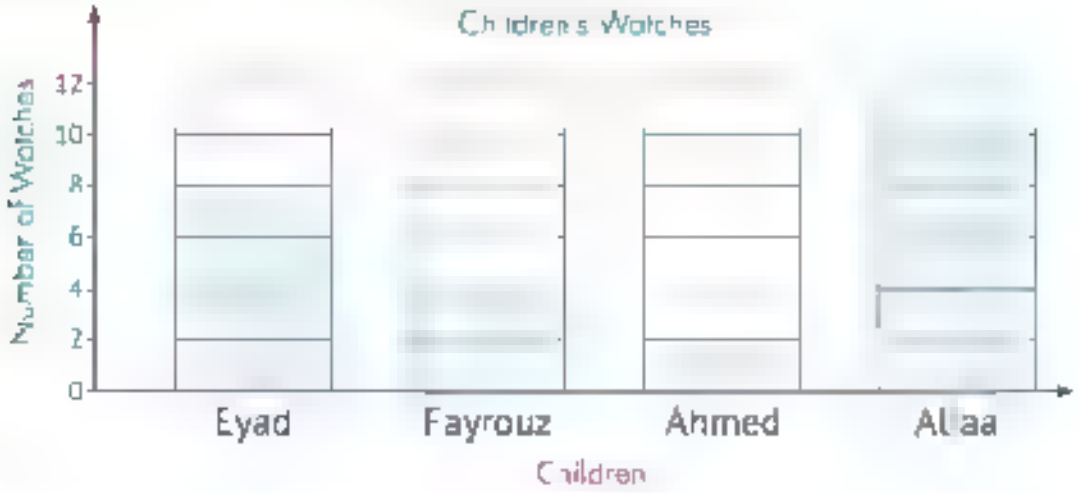
3 The following pictograph shows the number of watches that a number of children have



First Complete the following table.

Child	Eyad	Fayrouz	Ahmed	Aliaa
Number of Watches	8	4	2	11

Second. Complete the following bar graph:



Third Answer the following questions.

(a) How many more watches does Aliaa have than Fayrouz?

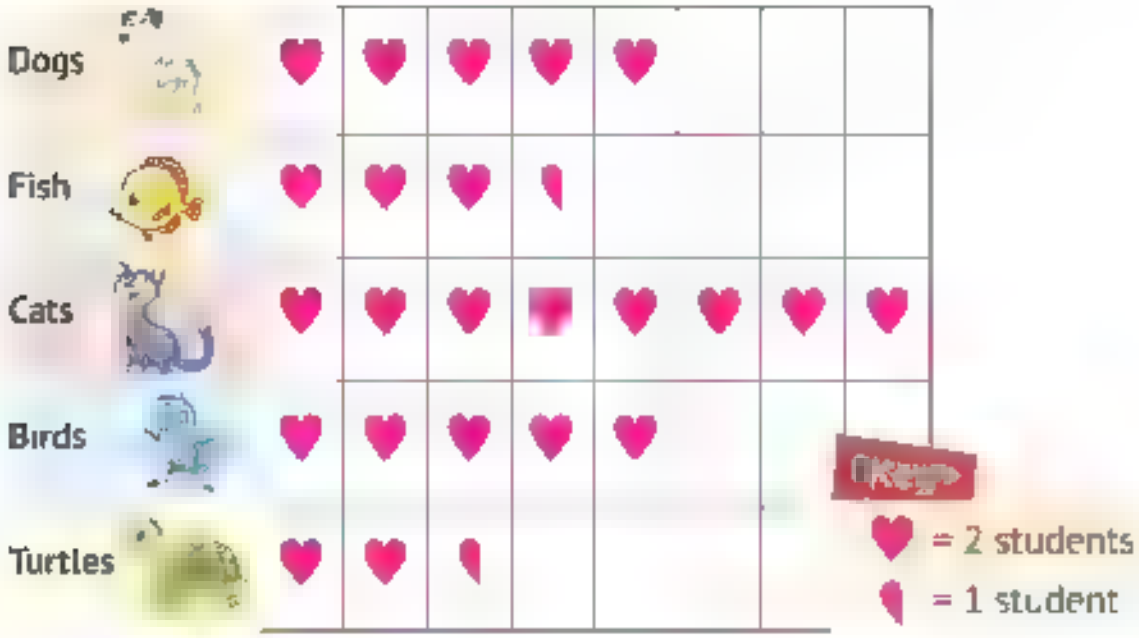
$11 - 4 = 7$

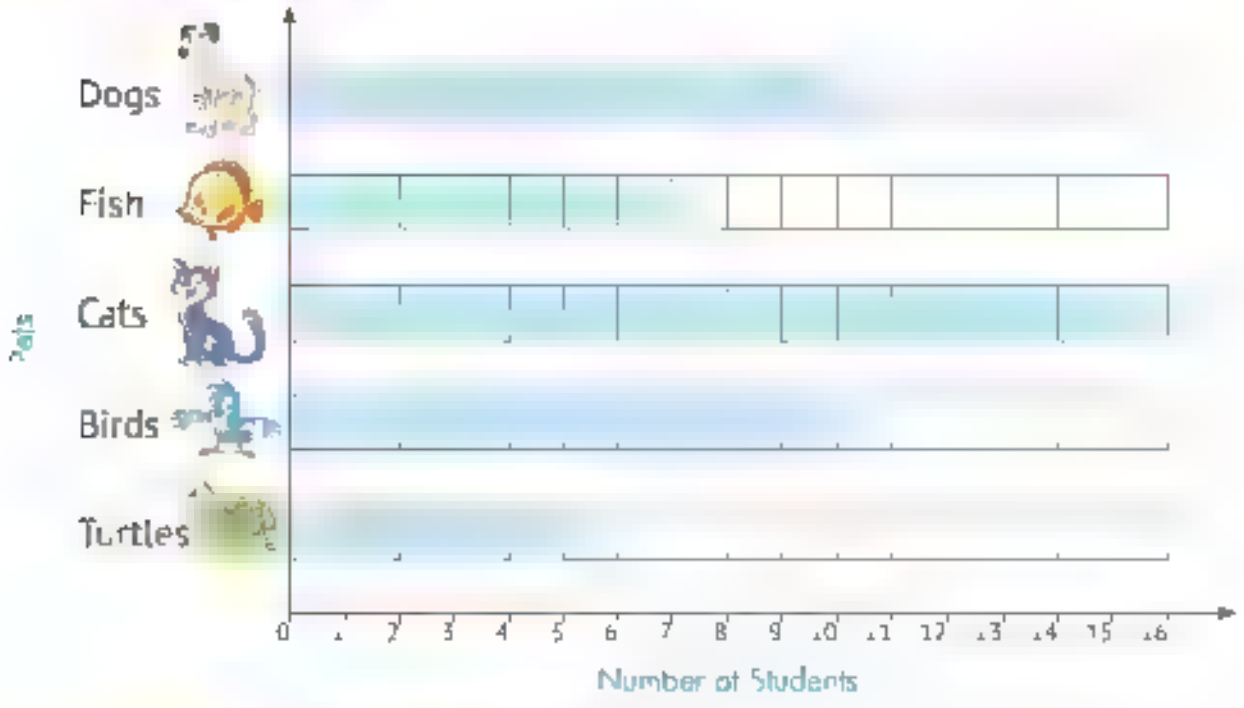
(b) What is the total number of watches that Ahmed and Eyad have?

$2 + 8 = 10$

(c) Who has the greatest number of watches? Aliaa

4 Convert the same data from the pictograph into a bar graph, then complete the following table





Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

First **Use the bar graph and complete using (< , = or >):**

a Number of students who liked dogs = Number of students who liked birds

b Number of students who liked fish > Number of students who liked turtles

c Number of students who liked cats > Number of students who liked dogs

d Number of students who liked birds > Number of students who liked fish

Second **Answer the following questions:**

a How many students liked fish? 7

b How many students liked birds? 10

c How many more students liked cats than birds? 16 − 10 = 6

d How many more students liked birds than turtles? 10 − 5 = 5

e How many students all together liked dogs, fish and cats? ... + 16 = ...

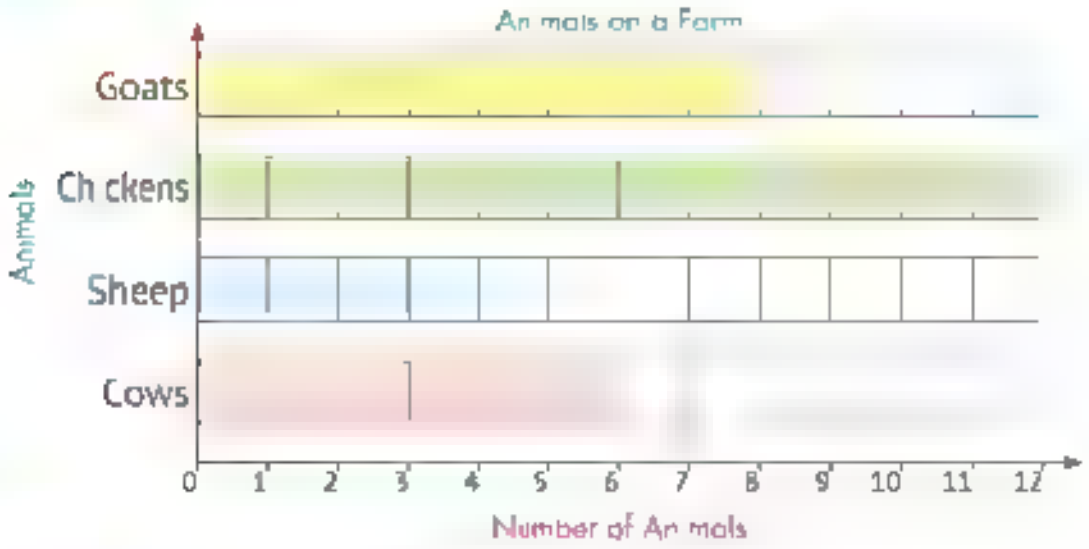
f How many students all together liked cats, birds and turtles? ... = ...

g Which pet is liked the most? ..... Cats

h Which pet is liked the least? Turtles

Assessment on Chapter 1

First The following bar graph shows the number of animals on a farm:



1 Complete the following table

Animal	Cows	Sheep	Ch ckens	Goats
Number of Animals	6	4	12	8

2 Answer the following questions.

a How many cows are there on the farm?

6

b What is the total number of goats and chickens together?

8 + 12 = 20

c Which animal is found the most on the farm?

Chickens

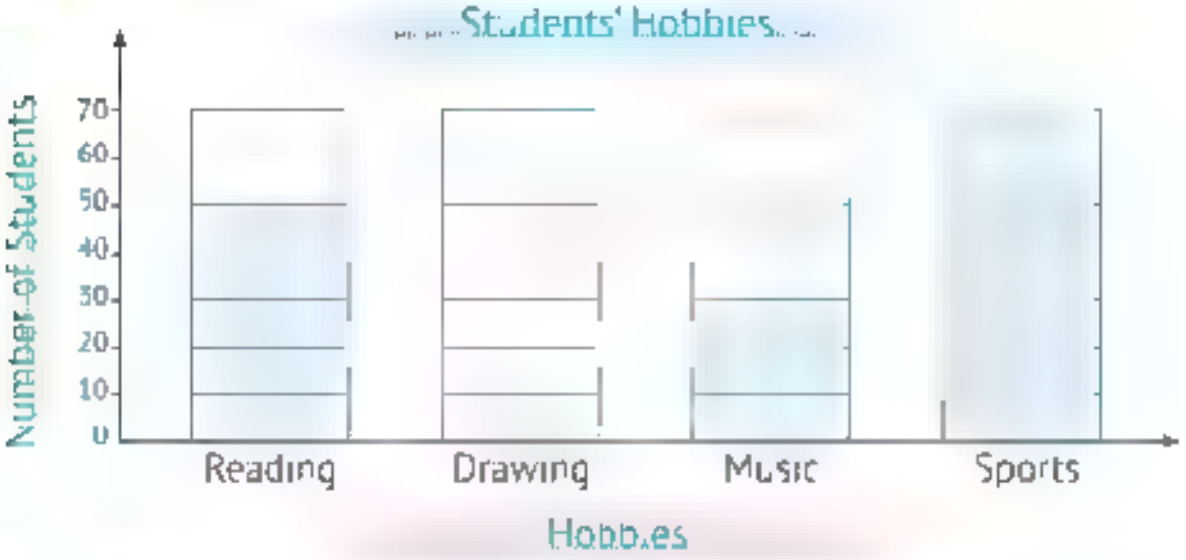
d Which animal is found the least on the farm?

Sheep

Second The following table shows the hobbies of some students

Hobby	Reading	Drawing	Music	Sports
Number of Students	50	10	30	70

Complete the following bar graph.



Third The following pictograph shows the favorite seasons of the year for a number of children:

Complete the following table

Season	Summer	Spring	Fall	Winter
Number of Children	8	4	7	12

Chapter 2

1&2 Adding Doubles – Adding and Subtracting by Counting

Outcomes

- Participating in Calendar Math Activities.
- Applying the mental math strategy of adding doubles
- Solving addition problems.
- Applying the mental math strategy of counting on from the bigger number to add.
- Applying the mental math strategy of counting on from the smaller number to subtract.
- Solving addition and subtraction problems.

3&4 Adding or Subtracting the Number 10 – Adding and Subtracting by Making Tens

Outcomes

- Participating in Calendar Math Activities.
- Applying the mental math strategy of adding or subtracting 10
- Solving addition and subtraction problems.
- Applying the mental math strategy of making tens to add or subtract

5&6 Story Problems on Adding and Subtracting

Outcomes

- Participating in Calendar Math Activities
- Applying mental math strategies to solve addition story problems.
- Applying mental math strategies to solve subtraction story problems.

7–10 Mental Applications on Adding and Subtracting Adding Using the 120 Chart

Outcomes

- Participating in Calendar Math Activities.
- Solving addition problems to find a missing addend.
- Applying mental math strategies to solve addition problems.
- Solving subtraction problems to find a missing subtrahend.
- Applying mental math strategies to solve subtraction problems.
- Solving problems to find a missing addend or subtrahend.
- Applying mental math strategies to solve addition and subtraction problems.
- Applying mental math strategies to add 1- and 2-digit numbers.

Lessons Adding Doubles – Adding and Subtracting by Counting الجمع بالمضاعفة – الجمع والطرح بالعد

Adding Doubles

Idea If the number is added to itself, the result is double the number

الجمع بالمضاعفة: إذا أضيف العدد إلى نفسه فإن الناتج يسمى ضعف العدد.

Ex.

a

1 + 1 = 2

b

2 + 2 = 4

c

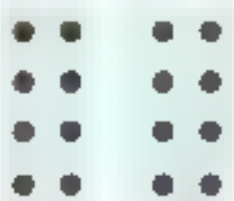
3 + 3 = 6

d

6 + 6 = 12

e

7 + 7 = 14

f 

8 + 8 = 16

Activity Find the result.

a 10 + 10 = 20

b 7 + 7 = 14

c 8 + 8 = 16

d 9 + 9 = 18

e 4 + 4 = 8

f 1 + 1 = 2

Mental math الرياضيات الذهنية Doubles ضعف

Counting on العد Bigger أكبر Smaller أصغر

Doubles Strategy for Addition

إستراتيجية الجمع بالمضاعفة

1. Determine the smallest number
2. Double the smallest number (from the largest number)
3. Add the remainder of the larger number to the result.

Ex. Add. (7 + 6)

- The smallest number is 6.
- The double of the smallest number is 6 + 6 = 12
- 1 remains from the largest number because (6 + 1 = 7)
- The result: 7 + 6 = (1 + 6) + 6 = 1 + 12 = 13

7 + 6

= (1 + 6) + 6

= 1 + 12 = 13

Ex. Add: (10 + 11)

10 + 11 = 10 + (10 + 1)

= 20 + 1 = 21

Activity Use the Doubles Strategy to add (as in the example).

Ex. 8 + 7 = 1 + 7 + 7 = 1 + 14 = 15

a. 8 + 9 = 8 + (8 + 1) = 16 + 1 = 17

b. 5 + 6 = 5 + (5 + 1) = 10 + 1 = 11

c. 10 + 9 = 1 + 9 + 9 = 1 + 18 = 19

d. 7 + 6 = 1 + 6 + 6 = 1 + 12 = 13

e. 5 + 4 = 1 + 4 + 4 = 1 + 8 = 9

Using Counting On From the Bigger Number Mental Math Strategy to Add

إستراتيجية العد من العدد الأكبر للجمع

Ex. **Add: (8 + 4)**

Step 1

We put the bigger number in our minds

نضع العدد الأكبر في عقولنا

And we say: "8 in my mind"

Step 2

We represent the smaller number using our fingers.

نعد العدد الأصغر باستخدام الأصابع

And we say: "4 on my hand"

Step 3

We count on our fingers from the number in our minds.

نعد عن الأصابع بعد الرقم الموجود في عقولنا

And we say: "After 8: 9, 10, 11, 12"

So, 8 + 4 = 12

NOTE:

- Make sure that the child speaks during the solution as shown.

Activity 1 Add using the Counting On Strategy:

a 5 + 9 = 14

b 7 + 8 = 15

c 6 + 8 = 14

d 7 + 6 = 13

e 5 + 7 = 12

f 6 + 7 = 13

g	h	i	j
5	7	8	4
+ 8	+ 4	+ 9	+ 6
13	11	17	10

Using Counting On From the Smaller Number Mental Math Strategy to Subtract

إستراتيجية العد من العدد الأصغر للطرح

Ex. Subtract: (12 – 8)

We put the smallest number in our minds

نضع العدد الأصغر في العقل

And we say "8 in my mind"

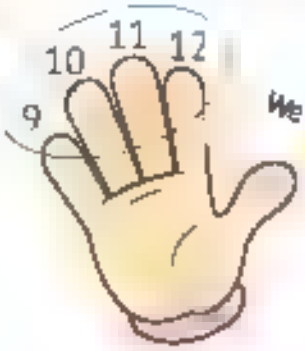
Step 2

We count on our fingers after the number in our minds until we get to the largest number

نقوم بالعد على أصابعنا بعد الرقم 8 حتى نصل إلى العدد الأكبر 2

And we say "After 8, 9, 10, 11, 12"

So, 12 – 8 = 4



We used 4 fingers

Notes:

- Make sure that the child speaks during the solution as shown

Activity 3

Subtract using the Counting On strategy:

a 15 – 9 = 6

b 16 – 8 = 8

c 16 – 7 = 9

d 18 – 9 = 9

e 15 – 7 = 8

f 14 – 7 = 7

g	h	i	j
13	12	10	11
– 8	– 4	– 9	– 6
5	8	1	5

HOME ACTIVITIES

1 Use the Doubles Addition strategy to find

a $1 + 1 = 2$

b $2 + 2 = 4$

c $3 + 3 = 6$

d $4 + 4 = 8$

e $5 + 5 = 10$

f $6 + 6 = 12$

g $7 + 7 = 14$

h $8 + 8 = 16$

i $9 + 9 = 18$

j $10 + 10 = 20$

2 Draw and add as in the example:

Ex.

$3 + 3 = 6$

a

$1 + 1 = 2$

b

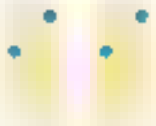
$7 + 7 = 14$

c

$9 + 9 = 18$

d

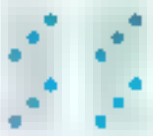
$5 + 5 = 10$

e 

$2 + 2 = 4$

f

$4 + 4 = 8$

g 

$6 + 6 = 12$

h

$8 + 8 = 16$

3 Use the Doubles Addition strategy to find (as in the example)

Ex. 8 + 9 = 8 + 8 + 1 = 16 + 1 = 17

a 7 + 8 = 7 + (7 + 1) = 14 + 1 = 15

b 5 + 4 = (1 + 4) + 4 = 1 + 8 = 9

c 10 + 9 = (1 + 9) + 9 = 1 + 18 = 19

d 4 + 3 = 1 + 3 + 3 = 1 + 6 = 7

e 2 + 3 = 2 + 2 + 1 = 4 + 1 = 5

f 6 + 5 = 1 + 5 + 5 = 1 + 10 = 11

g 6 + 7 = 6 + 6 + 1 = 12 + 1 = 13

h 8 + 9 = 8 + 8 + 1 = 16 + 1 = 1

i 10 + 11 = 10 + 10 + 1 = 20 + 1 = 21

4 Add using the Counting On strategy:

a 8 + 6 = 14

b 5 + 9 = 14

c 9 + 4 = 13

d 7 + 6 = 13

e 10 + 5 = 15

f 6 + 7 = 13

g 5 + 7 = 12

h 4 + 8 = 12

i 9 + 3 = 12

j 7 + 7 = 14

k 3 + 7 = 10

l 2 + 9 = 11

5 Add using the Counting On strategy.

a) 7 + 9 = 16	b) 9 + 1 = 10	c) 8 + 5 = 13	d) 6 + 5 = 11
e) 1 + 11 = 12	f) 8 + 9 = 17	g) 7 + 3 = 10	h) 10 + 5 = 15

6 Subtract using the Counting On strategy.

a) 9 – 6 = 3	b) 8 – 6 = 2
c) 15 – 9 = 6	d) 14 – 6 = 8
e) 12 – 5 = 7	f) 16 – 9 = 7
g) 11 – 7 = 4	h) 13 – 5 = 8
i) 13 – 6 = 7	j) 11 – 6 = 5

7 Subtract using the Counting On strategy:

a) 17 − 8 = 9	b) 16 − 5 = 11	c) 11 − 4 = 7	d) 13 − 5 = 8
e) 12 − 7 = 5	f) 10 − 8 = 2	g) 18 − 9 = 9	h) 12 − 0 = 12

8 Match.

a	5 + 6		3 + 3 + 1
b	3 + 4		5 + 5 + 1
c	9 + 8		4 + 4 + 1
d	6 + 7		1 + 8 + 8
e	4 + 5		6 + 6 + 1
f	7 + 8		9 + 9 + 1
g	9 + 10		7 + 7 + 1

9 Complete using (< , = or >):

a	6 + 8	>	16 5	b	12 5	=	1 + 3
c	5 + 9	<	8 + 8	d	13 - 8	<	15 - 6
e	6 + 6	=	12 - 0	f	10 - 2		5 + 4
g	7 + 8	>	9 4	h	12 + 6		9 + 9
i	5 + 2	<	12 3	j	10 + 7		18 9

Accumulative Assessment 1 up to Lesson 2

Choose the correct answer:

a 7 + 7 = 14 (77 or 7 or 14)

b 8 + 8 = 16 (8 or 6 or 24)

c 9 + 9 + 1 = 9 + 10 (10 + 10 or 9 + 10 or 9 + 1)

d 8 + 4 = 12 (21 or 12 or 84)

e 15 – 7 = 8 (7 or 22 or 8)

Complete the following.

a 9 + 9 = 18

b 7 + 8 = 7 + 7 + 1

c 7 + 5 = 12

d 8 + 9 = 17

e 6 + 6 = 12

Answer the following

a Arrange the following numbers in an ascending order:

18 , 25 , 81 , 52 , 50

• 18 , 25 , 50 , 52 , 81

b Find the result:

1) 8 + 4 = 12

2) 15 – 6 = 11

3)
  7
+ 5

 12

4)
  13
– 9

  4

Lessons

Adding or Subtracting the Number 10
Adding and Subtracting by Making Tens
جمع أو طرح العدد 10 – الجمع والطرح بتكوين عشرات

Ex.

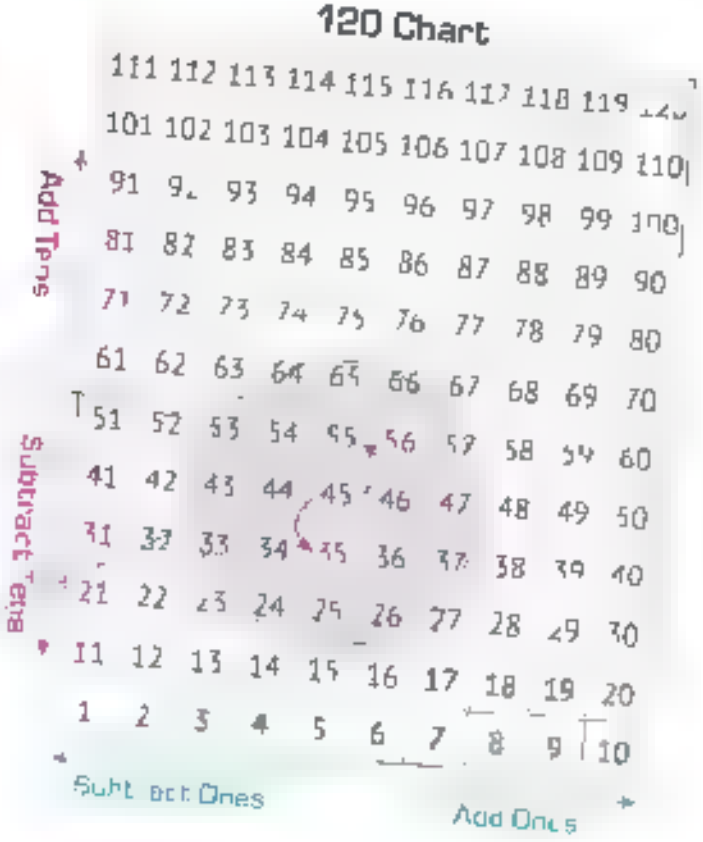
45 + 10 = 55

53	54	55	56	57
43	44	45	46	47
33	34	35	36	37

45 - 10 = 35

53	54	55	56	57
43	44	45	46	47
33	34	35	36	37

120 Chart



Notes

- We can use the 120 Chart to add 10 by moving one step up and subtract 10 by moving one step down.
- يمكنك استخدام مخطط [illegible] في إضافة العدد 10 عن طريق التحرك خطوة واحدة لأسفل وطرح العدد 10 عن طريق التحرك خطوة واحدة للأسفل
- When adding 10 in the Tens place, it increases by 1 and the Ones digit remains unchanged.
- عند إضافة العدد 10 لمنزلة العشرات تزيد خانة العشرات بمقدار [illegible] وتبقى خانة [illegible]
- When subtracting 10 from the Tens place, it decreases by 1 and the Ones digit remains unchanged.
- عند طرح العدد 10 من فئة العشرات تقل خانة العشرات 1 وتبقى خانة الآحاد دون تغيير

20 Chart مخطط 20 | Components مكونات | Making 10 تكوين عشرات

Activity 1

Use the 120 Chart to find

(a) 25 + 10 = 35

(b) 36 – 10 = 26

(c) 75 + 10 = 85

(d) 49 – 10 = 39

(e) 62 + 10 = 72

(f) 50 – 10 = 40

(g) 15 + 10 = 25

(h) 21 – 10 = 11

(i)	(j)	(k)	(l)
89	93	62	42
+ 10	– 10	+ 10	– 10
99	83	72	32

(m)	(n)	(o)	(p)
72	11	69	38
+ 10	– 10	+ 10	– 10
82	1	79	28

Components of 10

0 + 10 = 10	1 + 9 = 10	2 + 8 = 10	3 + 7 = 10
4 + 6 = 10	5 + 5 = 10	6 + 4 = 10	7 + 3 = 10
8 + 2 = 10	9 + 1 = 10	10 + 0 = 10	

Activity — Match to make 10

0	2	4	6	8	10	1	3	5	7	9
8	6	10	0	4	9	2	1	7	5	3

Activity — Complete

a 0 + 10 = 10

b 3 + 7 = 10

c 5 + 5 = 10

d 2 + 8 = 10

e 9 + 1 = 10

f 6 + 4 = 10

Making a 10 Addition Strategy

إستراتيجية الجمع بتكوين عشرات

Notice

When adding two numbers the smaller number can be divided into two numbers, one of them completes the larger number to 10, then completes the addition process.

عند جمع عددين يمكن تجزئ العدد الأصغر إلى عددين حيث يكون العدد الأكبر = 10 ثم استكمال عملية الجمع

Ex. **Add: (7 + 4) =**

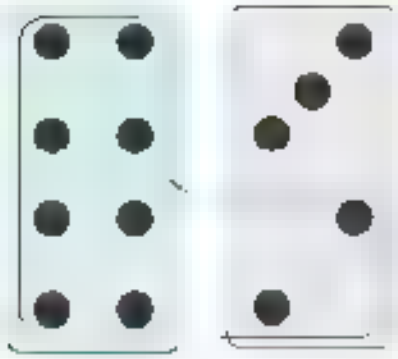
- Decompose 4 into 3 + 1
- Add: 7 + 3 = 10
- Add 10 + 1 = 11

7 + 4

= 7 + 3 + 1

= 10 + 1 = 11

Ex. **Add. (8 + 5)**

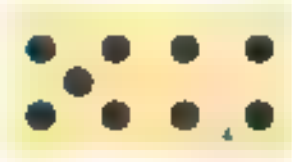


$$8 + 5$$
$$= 8 + 2 + 3$$
$$= 10 + 3 = 13$$

Activity 21

Make a ten to add (as in the example):

Ex.



9
+ 5
14

a

8
+ 7
15

b

6
+ 7
13

c

7
+ 4
11

Activity

Make a ten to add (as in the example)

Ex.

$$8 + 6 = 8 + 2 + 4 = 14$$

(10)

a $9 + 4 = 9 + 1 + 3 = 13$

(10)

b $6 + 6 = 6 + 4 + 2 = 12$

(10)

c $7 + 4 = 7 + 3 + 1 = 11$

(10)

d $6 + 5 = 10 + 1 = 11$

$4 + 1$

e $7 + 6 = 13$

$3 + 3$

$10 + 3 = 13$

f $9 + 2 = 11$

$1 + 1$

$10 + 1 = 11$

g $8 + 7 = 15$

$2 + 5$

$10 + 5 = 15$

Making a 10 Subtraction Strategy

Remember

إستراتيجية الطرح بتكوين عشرات

- Leave the largest number as it is and divide the smaller number, so that we get 10 from subtracting the largest number and part of the smaller number. Then continue the solution.

- نترك العدد الأكبر كما هو ويقسم العدد الأصغر بحيث نحصل على 10 من طرح العدد الأكبر وجزء من العدد الأصغر ثم نواصل الحل.

- For example, to subtract 15 – 7, we leave the 15 as it is and divide the 7 into 5 and 2 in order to be able to subtract 15 – 5 = 10 then continue 10 – 2 = 8. Thus, 15 – 7 = 8.

Ex. **Subtract: (15 – 7)**

15 – 7

= 15 – 5 – 2

= 10 – 2 = 8

So, 15 – 7 = 8

Ex. **Subtract: (12 – 5)**

12 – 5

= 12 – 2 – 3

= 10 – 3 = 7

So, 12 – 5 = 7

Activity Make a ten to subtract (as in the example):

Ex.

13 – 5 = 8

3 + 2

10 – 2 = 8

a) 12 – 8 = 4

2 + 6

10 – 6 = 4

b) 17 – 9 = 8

+ 2

10 – 2 = 8

c) 11 – 4 = 7

1 + 3

10 – 3 = 7

HOME ACTIVITIES

1 Use the 120 Chart to find

① 15 + 10 = 25	② 15 − 10 = 5
③ 24 + 10 = 34	④ 24 − 10 = 14
⑤ 33 + 10 = 43	⑥ 33 − 10 = 23
⑦ 41 + 10 = 51	⑧ 41 − 10 = 31
⑨ 50 + 10 = 60	⑩ 50 − 10 = 40
⑪ 69 + 10 = 79	⑫ 69 − 10 = 59
⑬ 78 + 10 = 88	⑭ 78 − 10 = 68
⑮ 87 + 10 = 97	⑯ 87 − 10 = 77

⑰ 18	⑱ 20	⑲ 39	⑳ 47
+ 10	− 10	+ 10	− 10
28	10	49	37
㉑ 56	㉒ 69	㉓ 72	㉔ 81
+ 10	− 10	+ 10	− 10
66	59	82	71
㉕ 12	㉖ 29	㉗ 31	㉘ 45
+ 10	− 10	+ 10	− 10
22	19	41	35

2 Complete:

a 1 + 9 = 10	b 6 + 4 = 10	c 3 + 7 = 10
d 5 + 5 = 10	e 2 + 8 = 10	f 7 + 3 = 10
g 4 + 6 = 10	h 0 + 10 = 10	i 8 + 2 = 10
j 5 + 5 = 10	k 9 + 1 = 10	l 10 + 0 = 10
m 1 + 9 = 10	n 8 + 2 = 10	o 2 + 8 = 10
p 9 + 1 = 10	q 3 + 7 = 10	r 10 + 0 = 10
s 7 + 3 = 10	t 4 + 6 = 10	u 6 + 4 = 10
v 1 + 9 = 10	w 5 + 5 = 10	x 0 + 10 = 10

3 Make a ten to add (as in the example):

Ex.

8 + 6 = 14

a 9 + 5 = 14

b 7 + 7 = 14

c 7 + 5 = 12

d 9 + 4 = 13

e 6 + 5 = 11

f 7 + 3 = 10

g 9 + 8 = 17

h 8 + 5 = 13

4 Make a ten to add

a
$$6 + 5 = 6 + 4 + 1 = 11$$
10

b
$$7 + 6 = 7 + 3 + 3 = 13$$
10

c
$$8 + 7 = 8 + 2 + 5 = 15$$
10

d
$$9 + 8 = 9 + 1 + 7 = 17$$
10

e
$$9 + 9 = 9 + 1 + 8 = 18$$
10

f
$$8 + 8 = 8 + 2 + 6 = 16$$
10

g
$$7 + 5 = 7 + 3 + 2 = 12$$
10

h
$$9 + 2 = 9 + 1 + 1 = 11$$
10

i

$$7 + 4$$

$$3 + 1$$

$$10 + 1 = 11$$

j

$$8 + 6$$

$$2 + 4$$

$$10 + 4 = 14$$

k

$$8 + 4$$

$$2 + 2$$

$$10 + 2 = 12$$

l

$$8 + 3$$

$$2 + 1$$

$$10 + 1 = 11$$

m

$$9 + 7$$

$$1 + 6$$

$$10 + 6 = 16$$

n

$$9 + 2$$

$$1 + 1$$

$$10 + 1 = 11$$

o

$$9 + 5$$

$$1 + 4$$

$$10 + 4 = 14$$

p

$$9 + 3$$

$$1 + 2$$

$$10 + 2 = 12$$

5 Use the mental math strategy Make a Ten to add.

ⓐ 9 + 9 = 9 + 1 + 8 = 10 + 8 = 18

ⓑ 8 + 8 = 8 + 2 + 6 = 10 + 6 = 16

ⓒ 7 + 7 = 7 + 3 + 4 = 10 + 4 = 14

ⓓ 6 + 6 = 6 + 4 + 2 = 10 + 2 = 12

ⓔ 9 + 8 = 9 + 1 + 7 = 10 + 7 = 17

ⓕ 8 + 7 = 8 + 2 + 5 = 10 + 5 = 15

ⓖ 7 + 6 = 7 + 3 + 3 = 10 + 3 = 13

ⓗ 6 + 5 = 6 + 4 + 1 = 10 + 1 = 11

ⓘ 9 + 7 = 9 + 1 + 6 = 10 + 6 = 16

ⓙ 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14

ⓚ 7 + 5 = 7 + 3 + 2 = 10 + 2 = 12

ⓛ 9 + 6 = 9 + 1 + 5 = 10 + 5 = 15

ⓜ 8 + 5 = 8 + 2 + 3 = 10 + 3 = 13

ⓝ 7 + 4 = 7 + 3 + 1 = 10 + 1 = 11

ⓞ 9 + 5 = 9 + 1 + 4 = 10 + 4 = 14

6 **Use the mental math strategy Make a Ten to subtract.**

ⓐ 11 – 9 = 11 – 1 – 8 = 10 – 8

ⓑ 12 – 8 = 12 – 2 – 6 = 10 – 6 = 4

ⓒ 13 – 7 = 13 – 3 – 4 = 10 – 4 = 6

ⓓ 14 – 6 = 14 – 4 – 2 = 10 – 2 = 8

ⓔ 15 – 5 = 15 – 5 = 10

ⓕ 16 – 9 = 16 – 6 – 3 = 10 – 3 = 7

ⓖ 17 – 8 = 17 – 7 – 1 = 10 – 1 = 9

ⓗ 18 – 9 = 18 – 8 – 1 = 10 – 1 = 9

ⓘ 11 – 8 = 11 – 1 – 7 = 10 – 7 = 3

ⓙ 12 – 7 = 12 – 2 – 5 = 10 – 5 = 5

ⓚ 13 – 6 = 13 – 3 – 3 = 10 – 3 = 7

ⓛ 14 – 5 = 14 – 4 – 1 = 10 – 1 = 9

ⓜ 15 – 6 = 15 – 5 – 1 = 10 – 1 = 9

ⓝ 16 – 8 = 16 – 6 – 2 = 10 – 2 = 8

ⓞ 17 – 9 = 17 – 7 – 2 = 10 – 2 = 8

Accumulative Assessment 2 up to Lesson 4

Choose the correct answer:

a 24 + 10 = ..34.. ((34) or 14 or 25)

b 73 + 10 = 83 (1 or 10 or 11)

c 6 + 9 = .15. (69 or 96 or (15))

d 8 + 7 = 7 + 7 + 1 (8 + 8 + 1 or (7 + 7 + 1) or 8 + 7 + 1)

e 36 - .10. = 26 (1 or 11 or (10))

Complete the following:

a 7 + 5 = . 7 + 3 + 2 = 10 + 2 . = 12

b 45 + 10 = .55

c 9 + 8 = 1 + 8 + 8 = 1 + 16 = 17

d 67 - 10 = ..57

e 18 - 9 = 18 - .8. - 1 = .10. - 1 = .9

Answer the following:

a Complete in the same pattern:

1 12 , 14 , 16 , .18. , .20. , 22

2 90 , 80 , 70 , 60 , .50. , 40

b Find the result:

1 75 + 10 = .85.

2 18 - 10 = .8.

3
  9
+ 7

 16

4
  15
- 6

  9

Lessons Story Problems on Adding and Subtracting

مسائل كلامية على الجمع والطرح

586

Ex.

Hani collected 6 apples from the garden in the morning and 7 apples in the evening. How many apples did Hani collect?

One of the mental math strategies can be used for addition

Counting On From the Largest Number Strategy

Number of apples
= 6 + 7 = **13 apples**

Doubles Strategy for Addition

Number of apples
= 6 + 7
= 6 + 6 + 1
= 12 + 1 = **13 apples**

Making Tens Addition Strategy

Number of apples
= 7 + 6
= 7 + 3 + 3
= 10 + 3 = **13 apples**

Ex.

Hussam has 13 sweets, of which he distributed 4 among his friends. How many sweets are remaining with Hussam?

One of the mental math strategies can be used for subtraction

Counting On From the Smallest Number Strategy

Number of remaining sweets
= 13 − 4
= **9 sweets**

Making Tens Subtraction Strategy

Number of remaining sweets
= 13 − 4
= 13 − 3 − 1
= 10 − 1
= **9 sweets**

How many?	كم عدد؟	Sum	مجموع	Total	مجموع
All together	معًا	Difference	الفرق	Left	الباقي
Remainder	الباقي				

- The following steps can be followed in the solution
1. Understand: What do we want to find? → Circle the questions.
2. Plan: What facts do you need? → Underline them.
3. Solve: Using one of the methods we learned.
4. Check. Does your answer make sense?

- يمكن اتباع الخطوات التالية في الحل.
1. الفهم: ما الذي نريد إيجاده؟ ← ثم نضع دائرة حول السؤال.
2. التخطيط: ما الحقائق التي تحتاجها؟ ← نضع خطًا تحت الحقائق.
3. نحل: باستخدام إحدى الطرق التي تعلمناها
4. نراجع: هل إجابتنا منطقية؟

Activity

a Miryam saw 8 birds flying in the sky. She also saw 4 birds sitting on a tree. How many birds did Miryam see in all?

8 + 4 = 12

b Mukhtar has some jelly beans in a jar. He has another 8 jelly beans in his pocket. How many jelly beans does Mukhtar have in all?

6 + 8 = 14

c Heba had 7 stickers. Her teacher gave her 9 more stickers. How many stickers does Heba have all together?

7 + 9 = 16

d Ahmed gathered 15 rocks at the beach. He tossed 6 rocks into the water. How many rocks does Ahmed have left?

15 − 6 = 9

e Mustafa had 16 candies. He ate 6. How many candies does Mustafa have left?

16 − 6 = 10

f Rashda bought 13 oranges. She gave 3 oranges to her father. How many oranges does she have now?

13 − 3 = 10

HOME ACTIVITIES

1 Lamiaa saw 6 butterflies in the garden. Then she saw 5 more butterflies. How many butterflies did Lamiaa see?

6 + 5 = 11

2 Hany had 7 colored pencils, his mother gave him another 8 pencils. How many pencils does Hany have now?

7 + 8 = 15

3 Miryam put 6 balls in one basket and 9 balls in another. How many balls did Miryam put in the baskets all together?

6 + 9 = 15

4 Hana saw 4 birds on a tree. Then she saw another 8 birds flying. How many birds did Hana see?

4 + 8 = 12

5 Mariam has 8 books in Arabic and 4 books in English. How many books does Mariam have?

8 + 4 = 12

6 There are 8 green apples and 3 red apples in a basket. How many apples are there in all?

8 + 3 = 11

7 There are 2 vases. In each vase there are 8 flowers. How many flowers are there in all?

8 + 8 = 16

8 Mona had 14 apples, of which she ate 5 apples. How many apples are remaining with her?

14 − 5 = 9

9 Ahmed collected 13 stones from the beach. He threw 7 of them into the sea. How many stones are left with him?

13 − 7 = 6

10 Mustafa had 17 candy pieces. He gave his sister 9 pieces. How many pieces of candy are left with him?

17 − 9 = 8

11 Sara had 15 pounds. She bought a pen for 8 pounds. How many pounds are left with Sara?

15 − 8 = 7

12 There are 12 cars in the parking lot. If 9 cars go away, how many cars are there in the parking lot now?

12 − 9 = 3

13 There are 17 children in a class, 9 of them are girls. How many boys are there in the class?

17 − 9 = 8

14 There are 13 birds on a tree. 6 birds flew away. How many birds are there on the tree now?

13 − 6 = 7

Accumulative Assessment 3 up to Lesson 6

Choose the correct answer:

a 11 + 10 = 20 + 1 (10 + 10 or 20 + 1 or 1 + 1 + 1 + 0)

b ... 7 + 7 = 14 (10 or 21 or 7)

c 9 + 7 = 10 + ... (10 + 6 or 8 + 7 or 10 + 7)

d 25 + 10 = ... 35 (15 or 35 or 26)

e 12 − 6 = 10 − ... 4 (6 + 6 or 12 − 4 or 10 − 4)

Complete the following:

a 10 + 10 = ... 20

b 16 − 9 = 16 − ... 6 ... − 3 = 10 − ... 3 ... = ... 7

c 9 + 3 = 12 d 13 − 7 = 6

e ... 26 ... + 10 = 36

Answer the following

a **Find the result:**

1 7 + 6 = ... 13 ... 2 12 − 4 = ... 8

3 6 + 9 = 15 ... 4 11 − 7 = ... 4

b One day, Malak read 9 pages of a story, and the next day he read 6 pages. How many pages did he read in the two days?

Number of pages = 9 + 6 = 15 pages

c Shaimaa had 16 pounds. She bought a book for 9 pounds. How many pounds are left with Shaimaa?

Remaining money = 16 − 9 = 7 pounds

Lessons Mental Applications on Adding and Subtracting Adding Using the 120 Chart

تطبيقات ذهنية على الجمع و لطرح - لجمع باستخد م مخطط 120

Finding a Missing Addend

إيجاد العدد المضاف المفقود

Ex.

a 8 + ... = 15 b ..... + 9 = 12

The Inverse Operation Strategy

a 15 − 8 = 7

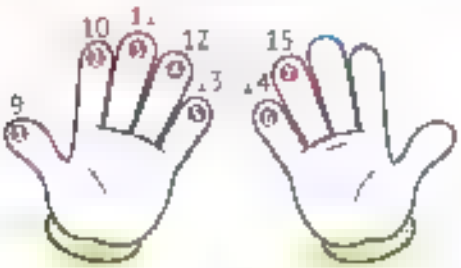
8 + 7 = 15

b 12 − 9 = 3

3 + 9 = 12

Counting On From the Smaller Number Strategy:

a After 8



8 + 7 = 15

b After 9

3 + 9 = 12

Activity Find the missing number:

a 5 + 8 = 13

b 5 + 6 = 11

c 5 + 7 = 12

d 7 + 8 = 15

e 8 + 9 = 17

f 8 + 8 = 16

g 4 + 8 = 12

h 6 + 7 = 13

Finding a Missing Subtrahend

إيجاد العدد المطروح المفقود

Ex.

a 11 - ..... = 8 b 15 - ..... = 9

First Strategy

a $11 - 8 = 3$

$11 - \boxed{3} = 8$

b $15 - 9 = 6$

$15 - \boxed{6} = 9$

Counting On From the Smaller Number Strategy

a After 8

$11 - \boxed{3} = 8$

b After 9

$15 - \boxed{6} = 9$

Activity Find the missing number:

a $\begin{array}{r} 13 \\ -\ \boxed{8} \\ \hline 5 \end{array}$

b $\begin{array}{r} 11 \\ -\ \boxed{4} \\ \hline 7 \end{array}$

c $\begin{array}{r} 12 \\ -\ \boxed{4} \\ \hline 8 \end{array}$

d $\begin{array}{r} 15 \\ -\ \boxed{9} \\ \hline 6 \end{array}$

e 17 $\boxed{9}$ = 8 f 16 $\boxed{7}$ = 9 g 12 $\boxed{8}$ = 4 h 13 $\boxed{8}$ = 5

Activity

a One day, Basma read 8 pages of a story. The next day, she continued reading, and she reached 12 pages.

How many pages did Basma read the next day?

$8 + \boxed{4} = 12$

Number of pages = 12 − 8 = 4 pages

b Omar saw 3 stars in the sky. After an hour, he saw 13 stars in the sky.

How many stars were added to the sky?

$3 + \boxed{10} = 13$

Number of stars = 13 − 3 = 10 stars

c A tree had 12 apples on it. Some apples fell from the tree and 5 were left on it. How many apples fell from the tree?

$12 - \boxed{7} = 5$

Number of apples = 12 − 5 = 7 apples

d Before lunch, Aya had 20 candies. After lunch, Aya had 11 candies left.

How many candies did Aya eat at lunch?

$20 - \boxed{9} = 11$

Number of candies = 20 − 11 = 9 candies

HOME ACTIVITIES

1 Find the missing number:

a $\boxed{5} + 6 = 11$

b $\boxed{4} + 8 = 12$

c $\boxed{8} + 5 = 13$

d $\boxed{8} + 3 = 11$

e $8 + \boxed{5} = 13$

f $5 + \boxed{9} = 14$

g $7 + \boxed{5} = 12$

h $15 - \boxed{8} = 7$

i $16 - \boxed{8} = 8$

j $17 - \boxed{9} = 8$

k $14 - \boxed{8} = 6$

l $15 - \boxed{9} = 6$

m $13 - \boxed{9} = 4$

n $16 - \boxed{7} = 9$

o $\boxed{7} + 8 = 15$

p $\boxed{8} + 9 = 17$

q $9 + \boxed{10} = 19$

r $7 + \boxed{9} = 16$

s $9 + \boxed{9} = 18$

t $12 - \boxed{6} = 6$

u $18 - \boxed{10} = 8$

v $16 - \boxed{7} = 9$

w $15 - \boxed{8} = 7$

x $13 - \boxed{8} = 5$

2 Answer the following

a In the morning, Mohamed saw 9 of his friends at the playground. After an hour, Mohamed noticed that the number of his friends at the playground became 14. How many students arrived during this hour?

$9 + \boxed{5} = 14$

Number of students = 14 − 9 = 5 students

b Ahmed planted 8 trees one day. The next day, he planted another group of trees. The number of trees became 15.

How many trees did Ahmed plant on the second day?

$8 + \boxed{7} = 15$

Number of trees = 15 − 8 = 7 trees

c Ahmed had 9 pounds. His father gave him a number of pounds. So, the money with Ahmed became 13 pounds.

How many pounds did Ahmed take from his father?

$9 + \boxed{4} = 13$

Ahmed took = 13 − 9 = 4 pounds

d Ali had 9 red fish. He added some yellow fish, such that the total number of fish became 16.

Find the number of yellow fish.

$9 + \boxed{7} = 16$

Number of yellow fish = 16 − 9 = 7 fish

7 Zaher had 17 pounds and he bought a pen. 9 pounds remained with him.

How much is the pen?

$$17 - \boxed{8} = 9$$

Price of the pen = 17 - 9 = 8 pounds

8 The number of pages of a story is 20 pages. Adam read a number of pages from it, and the remaining 11 pages were not read

How many pages did Ahmed read?

$$20 - \boxed{9} = 11$$

Number of pages = 20 - 11 = 9 pages

9 There were 15 birds in the sky. Some of them landed on a tree, and 6 birds are still flying in the sky.

How many birds landed on the tree?

$$15 - \boxed{9} = 6$$

Number of birds = 15 - 6 = 9 birds

10 There were 14 carrots. Some bunnies ate some of them and 7 carrots are left. How many carrots did the bunnies eat?

$$14 - \boxed{7} = 7$$

Number of carrots = 14 - 7 = 7 carrots

Accumulative Assessment 4 up to Lesson 10

Choose the correct answer:

a 8 + 7 = 15 (7 or 8 or 9)

b 13 − 7 = 6 (5 or 6 or 7)

c 6 + 6 + 1 = 6 + 7 (6 or 1 or 7)

d 10 − 3 = 15 − 8 (8 or 9 or 10)

e 2 + 2 + 1 = 5 (0 or 1 or 2)

Complete the following:

a 14 − 8 = 6

b 12 − 7 = 12 − 2 − 5

c 6 + 7 = 6 + 4 + 3 = 10 + 3 = 13

d 6 + 6 = 12

e 20 − 12 = 8

Answer the following:

a **Find the missing number:**

1	2	3	4
15	8	12	□
− □	+ □	− □	+ 7
6	13	5	16

b Ahmed had 15 LE and he bought a box of juice 6 LE were left with him. How much is the juice box?

Price of the juice box = 15 − 6 = 9

c Salma had 8 sweets. She took some sweets from her brother Yassin. She has 14 sweets now

How many sweets did Salma take from her brother?

Number of sweets = 14 − 8 = 6

Assessment on Chapter 2

Choose the correct answer:

a) ... 9 ... + 9 = 18 (8 or 1 or **9**)

b) 4 + ... 4 ... + 1 = 4 + 5 (**4** or 5 or 1)

c) 8 + 7 = ... 1 ... + 7 + 7 (7 or 8 or **1**)

d) 8 + 5 = 10 + ... 3 ... (5 or 8 or **3**)

e) 10 + ... 10 ... = 20 (5 or 1 or **10**)

Complete the following.

a) 13 − 7 = 6

b) 9 + 7 = 16

c) **7** + 8 = 15

d) 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14

e) 9 + 8 = 1 + 8 + 8 = 1 + 16 = 17

Answer the following.

a) Hossam had some money. Then he got 6 LE from his father, so he has 15 LE now. How much money was with Hossam?

15 − 6 = 9

b) Salma has 8 blue balloons and 6 red balloons.
How many balloons does Salma have?

8 + 6 = 14

Chapter 3

Chapter Lessons

Lessons 1&2 3-digit Numbers

Outcomes.

- Participating in Calendar Math Activities
- Reading and writing 3-digit numbers
- Representing 3-digit numbers using concrete models.
- Identifying the place value and value of each digit in a 3-digit number

Lessons 3–6 Writing Numbers in Different Forms (Standard, Expanded and Word Form)

Outcomes

- Participating in Calendar Math Activities.
- Identifying the place value and value of each digit in a 3-digit number
- Reading and writing 3-digit numbers in standard and expanded forms.
- Reading and writing numbers: 1 to 9 and multiples of 10 through 90 in word form.
- Converting numbers in expanded forms to standard forms
- Reading and writing numbers: 1 to 9 in word form
- Matching the word forms of numbers 11 to 19 to their standard forms

Lessons 7&8 Comparing Numbers

Outcomes.

- Participating in Calendar Math Activities
- Using place value to compare two 3-digit numbers
- Using the symbols (>, = and <) to express comparisons.
- Using place value to compare two 2-digit and 3-digit numbers.

Lessons 9&10 Ordering Numbers

Outcomes.

- Participating in Calendar Math Activities.
- Ordering a set of 5 numbers from the least to the greatest or from the greatest to the least
- Comparing and ordering numbers in expanded, word and standard forms.

Lessons 1&2

الأعداد المكونة من 3 أرقام

The greatest 2-digit number is 99.

If we add 1 to 99

Tens	Ones
9	9
+	1

We will get 10 Ones. We cannot have more than 9 in the Ones place. We add them together to become one package in the Tens place.

10 Ones = 1 Ten

Tens	Ones
9	10

We'll get 10 Tens. We cannot have more than 9 in the Tens place. By adding them together, they become one package in the next box and it's called the Hundreds place.

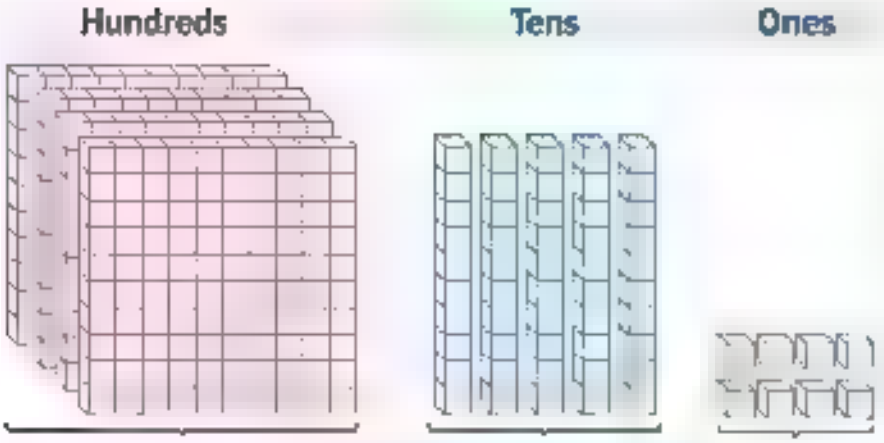
10 Tens = 100
One hundred

Hundreds	Tens	Ones
1	0	0

The result is 100 and it is read as "a hundred".

Ones	آحاد	Tens	عشرات	Hundreds	مئات
Place value	القيمة المكانية	Value	القيمة العددية	Abacus	المِعْداد

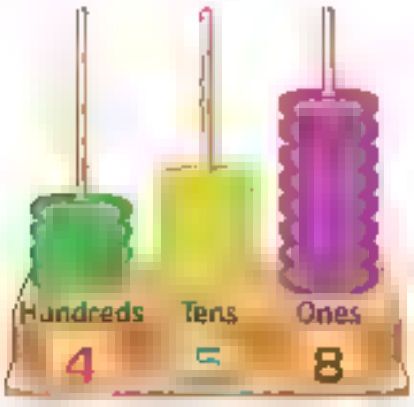
Ex.



The digit 4 is in the Hundreds place, so the **place value** of the digit 4 is Hundreds and its value is 400.

The digit 5 is in the Tens place, so the **place value** of the digit 5 is Tens and its **value** is 50

The digit 8 is in the Ones place, so the **place value** of the digit 8 is Ones and its **value** is 8



Four hundred fifty-eight

- Help your child remember the place value of 2-digit numbers.

Activity 1 Write the number shown.

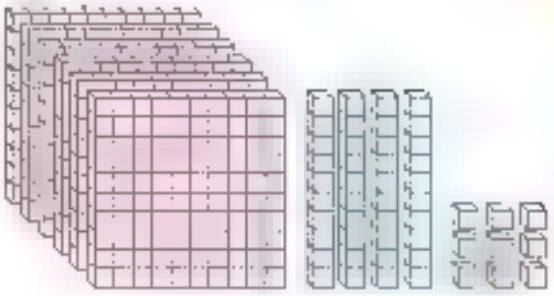
a)

4 Hundreds + 6 Tens + 3 Ones

= 463

= Four hundred sixty three

b)

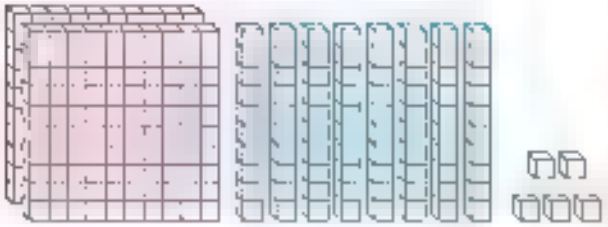


6 Hundreds + 4 Tens + 9 Ones

= 649

= Six hundred forty nine

c)



2 Hundreds + 8 Tens + 5 Ones

= 285

= Two hundred eighty five

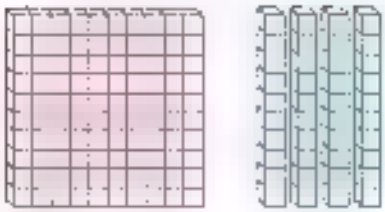
d)

3 Hundreds + 0 Tens + 8 Ones

= 308

= Three hundred eight

e)



1 Hundreds + 4 Tens + 0 Ones

= 140

= One hundred forty

f)

9 Hundreds + 1 Tens + 2 Ones

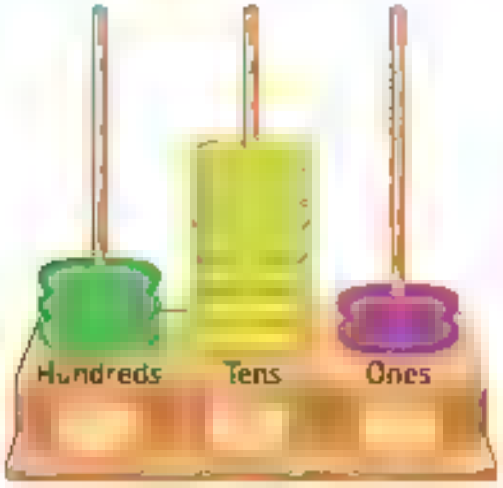
= 912

= Nine hundred twelve

Chapter 3

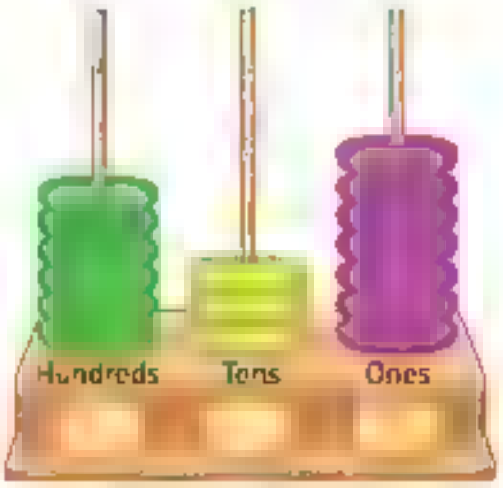
Activity 1 Write the number shown on the abacus.

a



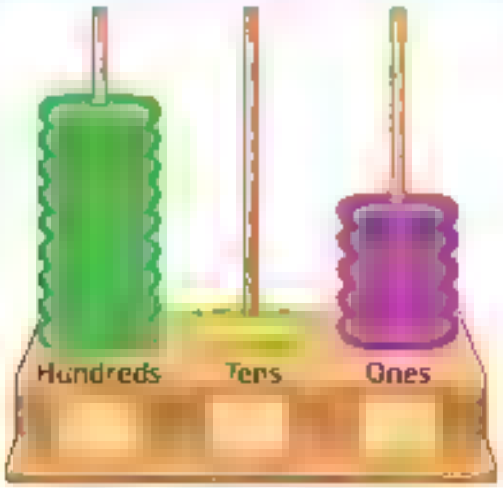
372 Three hundred seventy two

b



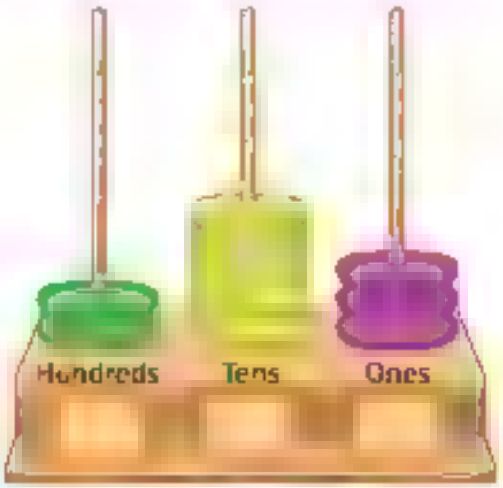
637 Six hundred thirty seven

c



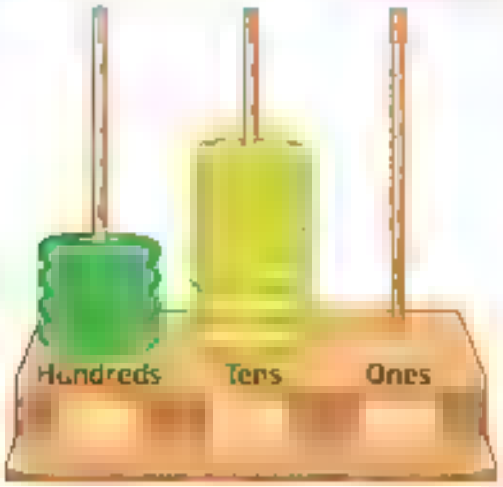
915 Nine hundred fifteen

d



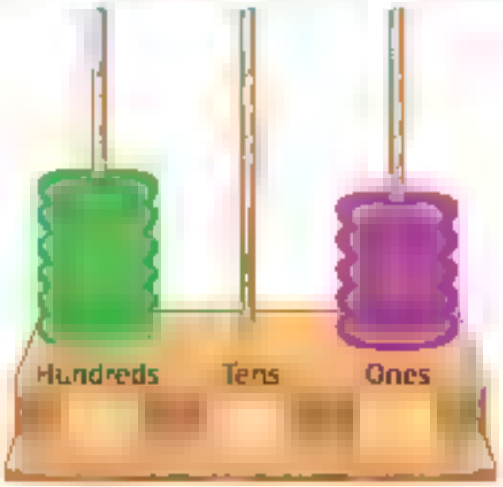
253 Two hundred fifty three

e



470 Four hundred seventy

f



605 Six hundred five

The Place Value

1&2

Place Value	Hundreds	Tens	Ones
	5	5	5
Value	500	50	5

Ex.

- The value of the digit 5 in 358 is 50.
- The place value of the digit 5 in 358 is Tens.

Activity

Write the place value of the digit 4 in each of the following numbers:

a 564 : Ones
b 648 : Tens
c 485 : Hundreds
d 749 : Tens
e 724 Ones
f 430 Hundreds

Activity

Write the value of the digit 5 in each of the following numbers.

a 758 : 50
b 598 : 500
c 985 : 5
d 257 : 50
e 985 5
f 235 : 5

Activity 1

Write the value and the place value of the encircled digit:

Number	Value	Place Value
a 2 5(8)	20	Hundreds
b 2(8)7	80	Tens
c 23(8)	8	Ones
d (7)21	700	Hundreds
e 5(0)2	0	Tens

Activity 2

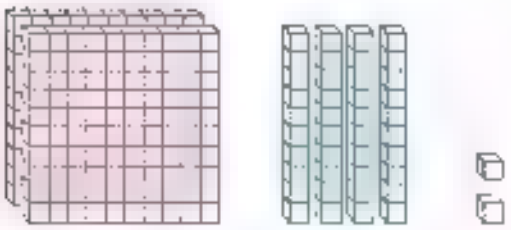
Circle the value of the underlined digit:

a	b	c	d
3̲56	78̲9	52̲7	96̲3
300 , 30 , 3	800 , 80 , 8	700 , 70 , 7	600 , 60 , 6
e	f	g	h
59̲3	12̲7	35̲4	20̲9
900 , (90) , 9	200 , 20 , 2	400 , 40 , 4	100 , 10 , 0

HOME ACTIVITIES

1 Write the number shown.

a

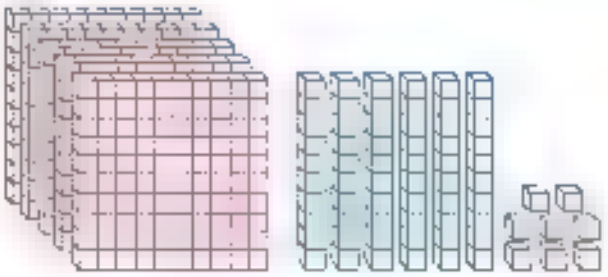


☐ Hundreds + ☐ Tens + ☐ Ones

= 242

= (Two hundred forty two)

b

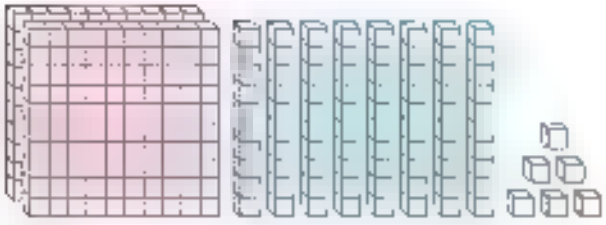


☐ Hundreds + ☐ Tens + ☐ Ones

= 568

= (Five hundred sixty-eight)

c

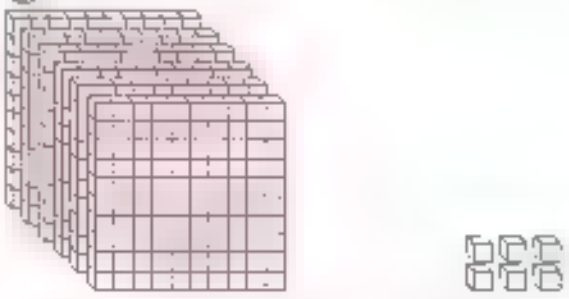


☐ Hundreds + ☐ Tens + ☐ Ones

= 286

= (Two hundred eighty-six)

d

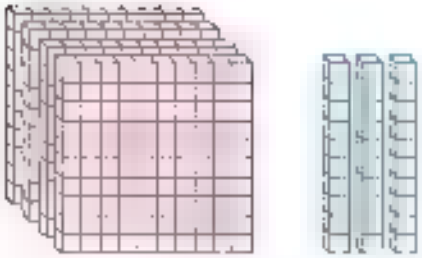


☐ Hundreds + ☐ Tens + ☐ Ones

= 606

= Six hundred six

e

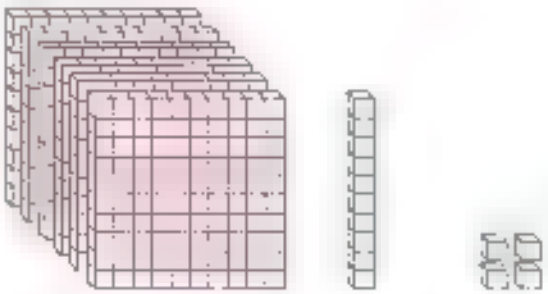


☐ Hundreds + ☐ Tens + ☐ Ones

= 430

= (Four hundred thirty)

f

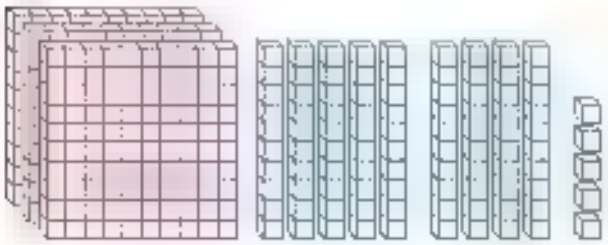


☐ Hundreds + ☐ Tens + ☐ Ones

= 614

= (Six hundred fourteen)

g

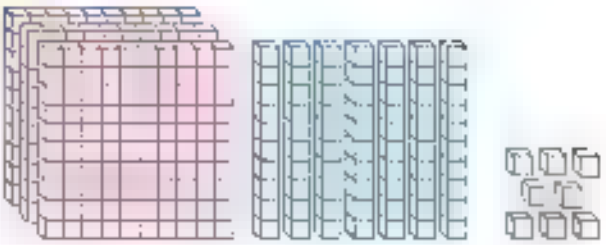


☐ Hundreds + ☐ Tens + ☐ Ones

= 395

= Three hundred ninety five

h

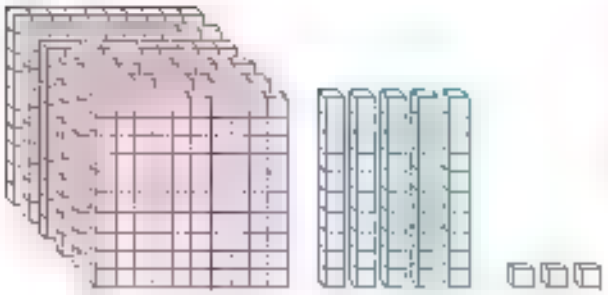


☐ Hundreds + ☐ Tens + ☐ Ones

= 378

= Three hundred seventy eight

i

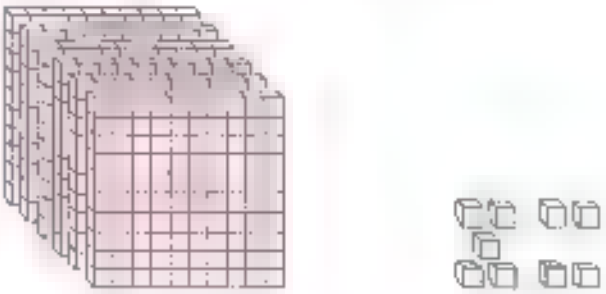


☐ Hundreds + ☐ Tens + ☐ Ones

= 653

= Six hundred fifty three

j

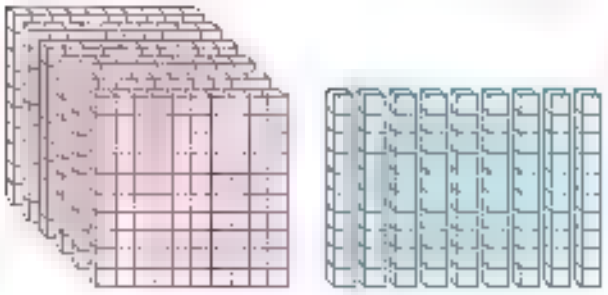


☐ Hundreds + ☐ Tens + ☐ Ones

= 609

= Six hundred nine

k

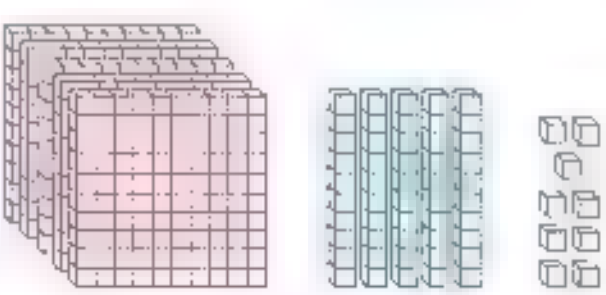


☐ Hundreds + ☐ Tens + ☐ Ones

= 690

= Six hundred ninety

l



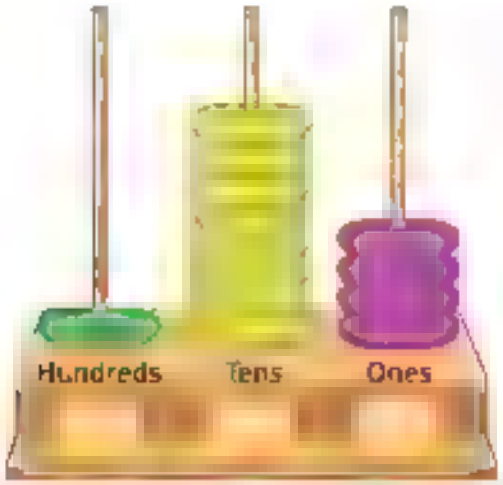
☐ Hundreds + ☐ Tens + ☐ Ones

= 559

= Five hundred fifty nine

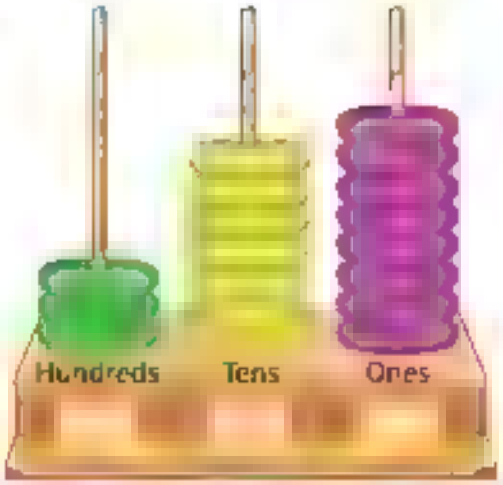
2 Write the number shown on the abacus

a



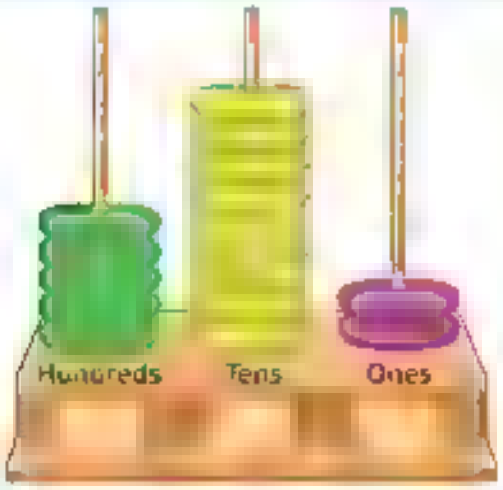
184 ,One hundred eighty four

b



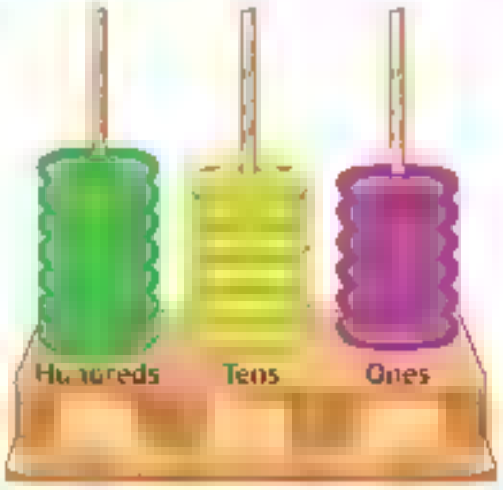
378 Three hundred seventy eight

c



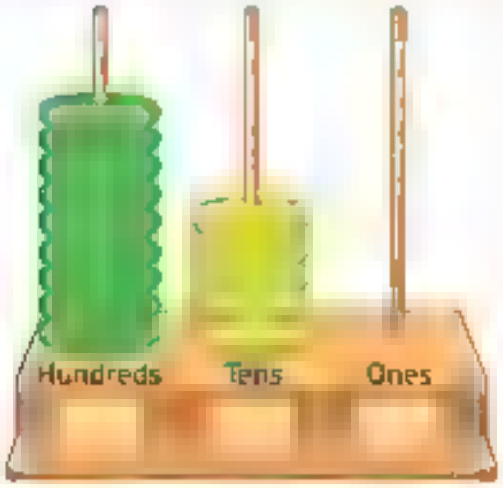
292 Two hundred ninety two

d



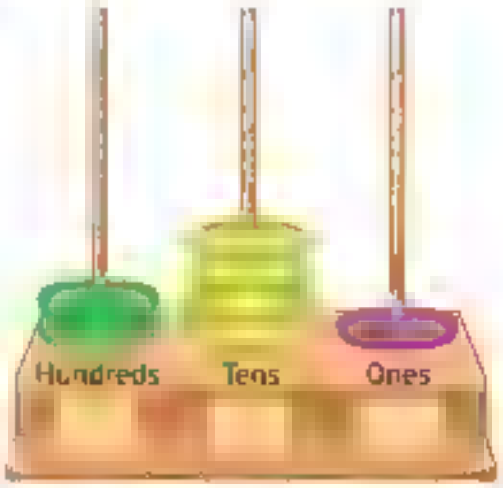
766 Seven hundred sixty six

e

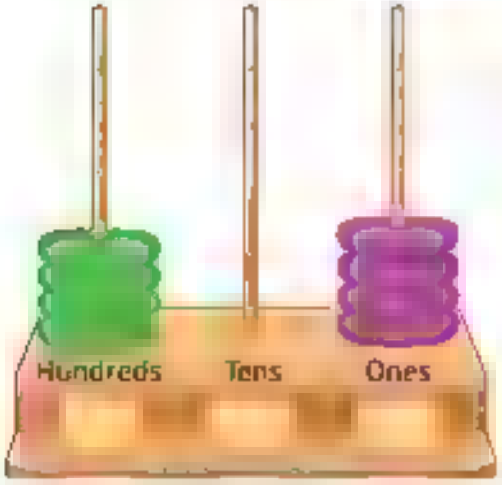


950 Nine hundred fifty

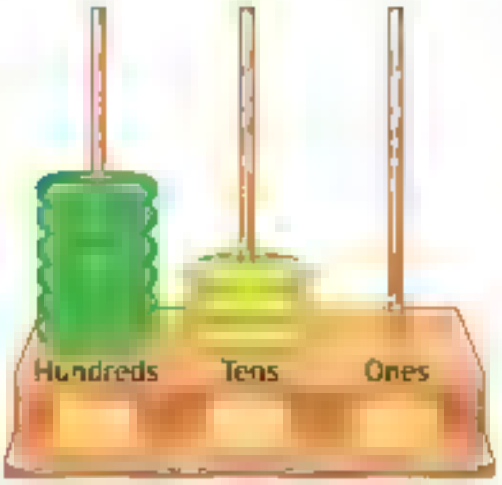
f



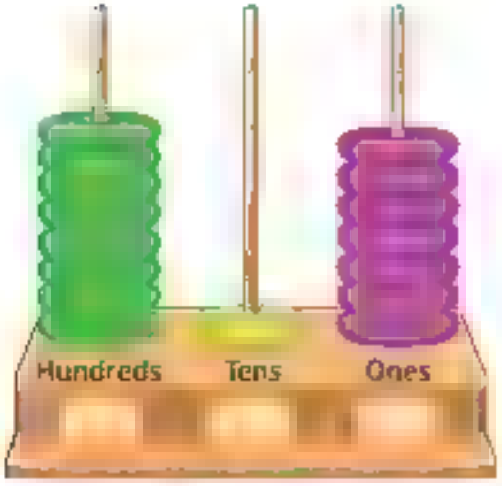
241 ,Two hundred forty one

a 

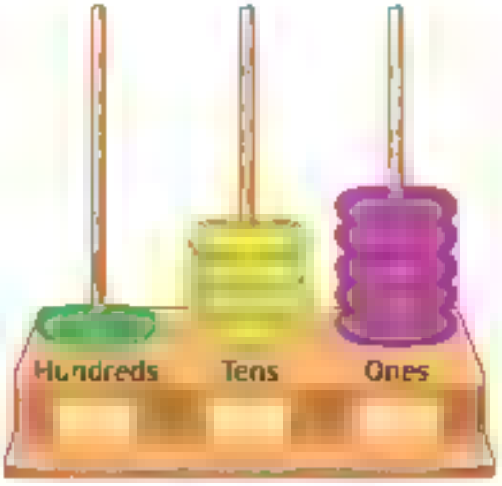
404 Four hundred four

b 

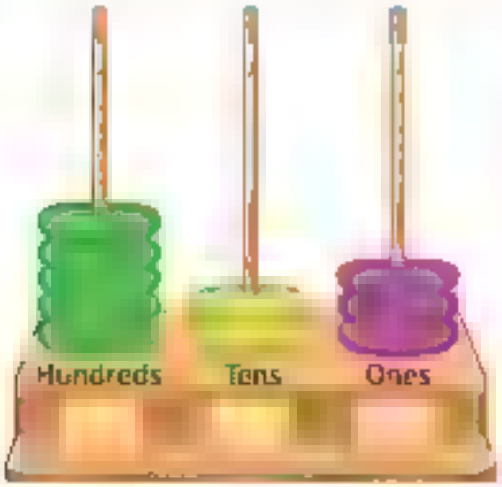
630 Six hundred thirty

c 

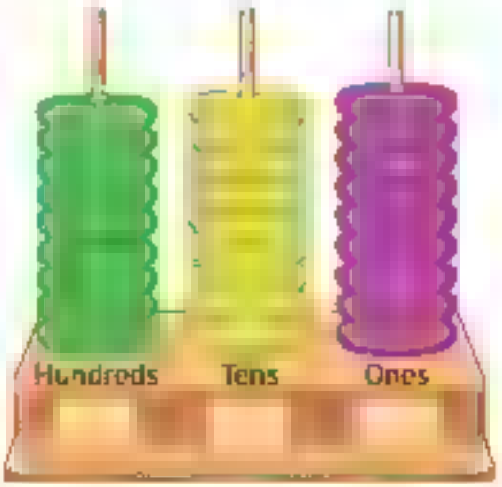
817 Eight hundred seventeen

d 

145 One hundred forty five

k 

523 Five hundred twenty three

l 

999 Nine hundred ninety nine

3 Write the place value of the digit 7 in each of the following numbers.

(a) 753 : Hundreds
(b) 573 : Tens
(c) 537 : Ones
(d) 705 : Hundreds
(e) 127 : Ones
(f) 273 : Tens
(g) 872 : Tens
(h) 597 : Ones
(i) 755 : Hundreds
(j) 788 : Hundreds
(k) 75 : Tens
(l) 37 : Ones

4 Write the value of the digit 8 in each of the following numbers.

(a) 528 : 8
(b) 287 : 80
(c) 894 : 80
(d) 850 : 800
(e) 918 : 8
(f) 783 : 80
(g) 328 : 8
(h) 829 : 800
(i) 368 : 8
(j) 85 : 80
(k) 98 : 8
(l) 8 : 8

5 Complete.

(a) The value of the digit 5 in 456 is 50
(b) The value of the digit 3 in 963 is 3
(c) The value of the digit 6 in 689 is 600
(d) The place value of the digit 5 in 356 is Tens
(e) The place value of the digit 7 in 761 is Hundreds
(f) The place value of the digit 0 in 509 is Tens

6 Write the value and the place value of the encircled digit:

Number	Value	Place Value
a 1 59	100	Hundreds
b 3 4 7	40	Tens
c 26(8)	8	Ones
d 2(0)1	0	Tens
e 3 78	300	Hundreds
f 62(0)	0	Ones
g 8 93	800	Hundreds
h 61(7)	7	Ones
i 2 8 0	80	Tens

7 Circle the value of the underlined digit.

a 567 — 500 , 50 , 5

b 285 — 200 , 20 , 2

c 368 — 600 , 60 , 6

d 378 — 700 , 70 , 7

e 359 — 900 , 90 , 9

f 637 — 700 , 70 , 7

g 507 — 100 , 10 , 0

h 830 — 100 , 10 , 0

i 732 — 200 , 20 , 2

j 356 — 500 , 50 , 5

k 978 — 900 , 90 , 9

l 386 — 300 , 30 , 0

m 714 — 100 , 10 , 1

n 369 — 900 , 90 , 9

o 125 — 100 , 10 , 1

p 943 — 400 , 40 , 4

Accumulative Assessment 5 up to Lesson 2

Choose the correct answer:

a The value of the digit 5 in 562 is 500 (500 or 50 or 5)

b 6 Tens + 5 Ones + 3 Hundreds = 365 (653 or 365 or 536)

c 7 + 20 + 600 = 627 (726 or 267 or 627)

d Two hundred sixty five 265 (265 or 562 or 652)

e 10 Tens = 1 Hundreds (100 or 10 or 1)

Complete the following:

a 786 = 700 + 80 + 6

b The place value of the digit 8 in 789 is Tens

c 9 Hundreds + 8 Tens + 3 Ones = 983

d In 396, the digit 3 is in the Hundreds place and its value is 300 .

e 6... is read as Six hundred twenty seven

Answer the following

a Find the result

1 25 + 33 = 58 2 48 – 38 = 10

3 85 + 11 = 96 4 69 – 32 = 37

b Arrange the following numbers in an ascending order:

75 , 58 , 92 , 37 , 85

37 , 58 , 75 , 85 , 92

c Mona has 38 LE and Nada has 51 LE.

How much money do they have all together?

They have = 38 + 51 = 89 LE.

Chapter 3

Lessons 3-6

كتابة الأعداد بصيغ مختلفه (الصيغه الرمزيه والممتدة، واللفظية)

Remember

Multiples of 10

10	Ten	20	Twenty	30	Thirty
40	Forty	50	Fifty	60	Sixty
70	Seventy	80	Eighty	90	Ninety

Numbers from 11 to 19 (in words)

11	Eleven	12	Twelve	13	Thirteen
14	Fourteen	15	Fifteen	16	Sixteen
17	Seventeen	18	Eighteen	19	Nineteen

Forms for Writing Numbers

Standard Form	*Word Form*	*Expanded Form*
الصيغة الممتدة	الصيغة اللفظية	الصيغة الرمزية

Ex.

Standard Form	Word Form	Expanded Form
538	F ve hundred th rty e ght	500 + 30 + 8
604	Six hundred four	600 + 4
960	N ne hundred sixty	900 + 60

Standard form الصيغه الممتدة — الصيغه الرمزيه Expanded form

Word form الصيغة اللفظية

Activity 1 Complete the following table:

Standard Form	Word Form	Expanded Form
439	Four hundred thirty-nine	400 + 30 + 9
621	Six hundred twenty-one	600 + 20 + 1
907	Nine hundred seven	900 + 7
216	Two hundred sixteen	200 + 10 + 6
602	Six hundred two	600 + 2
950	Nine hundred fifty	900 + 50

Activity 2 Complete the following.

a 5 Hundreds + 2 Tens + 3 Ones = 523 , and the number is read as (Five hundred twenty-three)

b 5 Tens + 3 Ones + 7 Hundreds = 753 , and the number is read as (Seven hundred fifty-three)

c 3 Hundreds + 4 Ones = 304 , and the number is read as (Three hundred four)

d 8 Hundreds + 9 Tens + 6 Ones = 896 and the number is read as: ..... (Eight hundred ninety-six)

e 3 Tens + 7 Hundreds + 2 Ones = 732, and the number is read as (Seven hundred thirty two)

f 2 Tens + 9 Hundreds + 5 Ones = 925 , and the number is read as. Nine hundred twenty-five.

Activity

Complete the following.

a 876 = 800 + 70 + 6

b 789 = 700 + 80 + 9

c 258 = 200 + 50 + 8

d 697 = 600 + 90 + 7

e 59 = 500 + 90 + 7

f 642 = 600 + 40 + 2

g 230 = 200 + 30

h 605 = 600 + 5

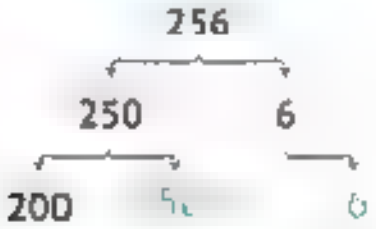
i 405 = 400 + ... 5

j 380 = 300 + 80

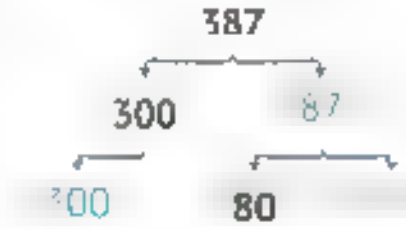
Activity

Complete the following:

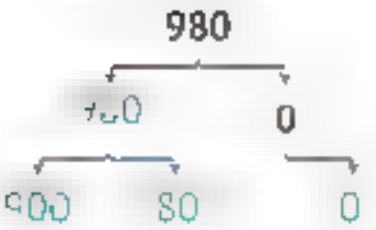
a



b



c



d

HOME ACTIVITIES

1 Complete the following table

Standard Form	Word Form	Expanded Form
532	Five hundred thirty two	500 + 30 + 2
279	Two hundred seventy nine	200 + 70 + 9
748	Seven hundred forty eight	700 + 40 + 8
360	Three hundred sixty	300 + 60
758	Seven hundred fifty eight	700 + 50 + 8
329	Three hundred twenty nine	300 + 20 + 9
215	Two hundred fifteen	200 + 10 + 5
518	Five hundred eighteen	500 + 10 + 8
816	Eight hundred sixteen	800 + 10 + 6
212	Two hundred twelve	200 + 10 + 2
713	Seven hundred thirteen	700 + 10 + 3
919	Nine hundred nineteen	900 + 10 + 9
305	Nine hundred five	900 + 5
704	Seven hundred four	700 + 4
860	Eight hundred sixty	800 + 60
407	Four hundred seven	400 + 7
390	Three hundred ninety	300 + 90
801	Eight hundred one	800 + 1

2 Complete the following

a 7 Hundreds + 3 Tens + 4 Ones = 734 , and the number is read as

(Seven hundred thirty four)

b 5 Hundreds + 6 Tens + 2 Ones = 562 , and the number is read as

(Five hundred sixty-two)

c 4 Hundreds + 5 Tens + 1 Ones = 451 , and the number is read as

(Four hundred fifty-one)

d 3 Hundreds + 7 Ones + 5 Tens = 357 , and the number is read as

(Three hundred fifty seven)

e 9 Hundreds + 6 Ones + 2 Tens = 926 , and the number is read as

(Nine hundred twenty six)

f 2 Ones + 6 Tens + 4 Hundreds = 462 , and the number is read as

(Four hundred sixty two)

g 9 Hundreds + 8 Ones = 908 , and the number is read as

(Nine hundred eight)

h 5 Hundreds + 3 Tens = 530 , and the number is read as

(Five hundred thirty)

i 3 Tens + 6 Hundreds = 630 and the number is read as

(Six hundred thirty)

j 8 Hundreds = 800 , and the number is read as

(Eight hundred)

3 Complete the following

a 9 Hundreds + 6 Tens + 5 Ones = 965, and the number is read as: ... (Nine hundred sixty-five)

b 5 Hundreds + 7 Tens + 9 Ones = 579, and the number is read as: ... (Five hundred seventy nine)

c 2 Hundreds + 3 Tens + 9 Ones = 239, and the number is read as ... (Two hundred thirty-nine)

d 8 Ones + 6 Hundreds + 0 Tens = 608, and the number is read as: ... (Six hundred e ght)

e 3 Tens + 8 Hundreds + 0 Ones = 830, and the number is read as: ... (Eight hundred thirty)

f 5 Hundreds + 2 Tens + 4 Ones = 524, and the number is read as. Five hundred twenty four.

g 7 Hundreds + 1 Tens + 5 Ones = 715, and the number is read as: Seven hundred fifteen

h 7 Tens + 1 Ones + 2 Hundreds = 271, and the number is read as: Two hundred seventy-one.

i 9 Ones + 9 Hundreds + 9 Tens = 999, and the number is read as: Nine hundred ninety-n ne.

j 5 Tens + 2 Hundreds + 0 Ones = 250, and the number is read as: Two hundred fifty.

4 Complete.

(a) 563 = 500 + 60 + 3

(b) 367 = 300 + 60 + 7

(c) 789 = 700 + 80 + 9

(d) 279 = 200 + 70 + 9

(e) 608 = 600 + 8

(f) 290 = 200 + 90

(g) 870 = 800 + 70

(h) 307 = 300 + 7

(i) 736 = 700 + 30 + 6

(j) 278 = 200 + 70 + 8

(k) 532 = 500 + 30 + 2

(l) 732 = 700 + 30 + 2

(m) 825 = 20 + 800 + 5

(n) 694 = 600 + 4 + 90

(o) 520 = 500 + 20

(p) 703 = 700 + 3

(q) 209 = 200 + 9

(r) 580 = 500 + 80

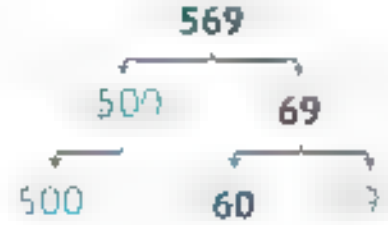
(s) 365 = 60 + 5 + 300

(t) 265 = 5 + 200 + 60

6 Complete:

(a)

(b)



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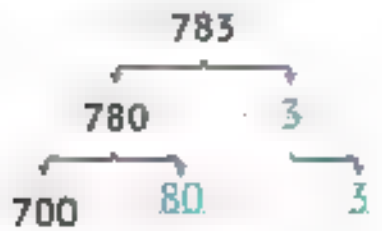

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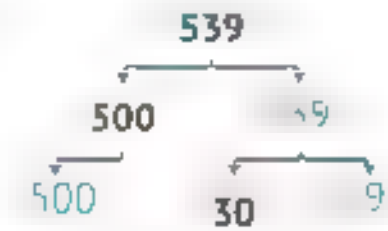
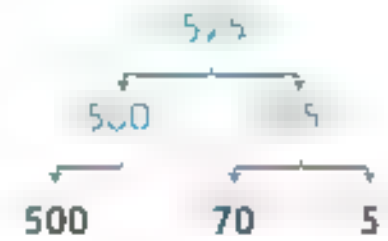


(e)

(f)



Accumulative Assessment 6 up to Lesson 6

Choose the correct answer:

a 6 Hundreds + 5 Ones + 7 Tens = 675 (657 or 675 or 576)

b Two hundred fifteen = 215 (215 or 250 or 251)

c The value of 5 in 75 is 5 (5 or 50 or 15)

d The greatest 2 digit number is 99 (10 or 90 or 99)

e 2 + 500 = 502 (20 or 502 or 250)

Complete the following:

a 7 Hundreds + 9 Tens + 8 Ones = 798

b 798 is read as Seven hundred ninety eight

c The place value of 7 in 78 is Tens

d The smallest number formed from 7 and 3 is 37

e 7 Tens + 3 Hundreds = 370

5

Answer the following

1 Find the result:

1.	2.	3.	4.
5	6	15	16
+ 8	+ 9	− 7	− 9
13	15	8	7

2 Use the Make a Ten mental math strategy to find the result

1 8 + 7 = 8 + 2 + 5 = 10 + 5 = 15

2 13 − 9 = 13 − 3 − 6 = 10 − 6 = 4

3 Hesham had 79 LE. He bought a ball for 36 LE

Find the remaining money with him.

The remainder = 79 − 36 = 43 LE

Lessons 7&8

مقارنة الأعداد

Learn

1 • To obtain the largest number of given digits
• We put the largest digit in the Hundreds place, the smaller digit in the Tens place, and the smallest digit in the Ones place

• نحصول على أكبر عدد من الأرقام المعطاة في كل مسألة بوضع أكبر رقم في خانة المئات والرقم الأصغر منه في خانة العشرات والأصغر منهما في خانة الآحاد.

2 • To obtain the smallest number of given digits
• We put the smallest digit in the Hundreds place, the larger digit in the Tens place, and the largest digit in the Ones place

• نحصول على أصغر عدد من الأرقام المعطاة في كل مسألة بوضع أصغر رقم في خانة المئات والرقم الأكبر منه في خانة العشرات والأكبر منهما في خانة الآحاد.

Ex. **Write all numbers that can be formed from the following digits:**

5 3 7

537 573 357 375 753 735

• The greatest number is 753 • The smallest number is 357

Ex.

The greatest number formed from the digits, 5 , 4 and 8 is 854

The smallest number formed from the digits, 5 , 4 and 8 is 458

The smallest number formed from the digits: 5 , 4 and 0 is 405

Comparing	مقارنة	Symbol	رمز	Less than (<)	أقل من
Greater than (>)	أكبر من	Equal to (=)	يساوي		

Activity

Write all numbers that can be formed from the following digits:

8 3 6

836 , 863 , 638 , 683 , 368 , 386

- The greatest number is 863 .
- The smallest number is 368

Important Note

100	3 digit numbers	The smallest	The greatest	3 digit number is 999
111	3 same digit numbers			3 same digit number is 999
102	3 different digit numbers			3 different digit numbers 987

Notes:

- To get a 3-digit number with only 2 digits
- If the required is the largest number we repeat the larges digit
- If the required is the smallest number we repeat the smallest digit

Ex. From the digits 5 and 3:

- The largest 3-digit number is 553
- The smallest 3-digit number is 335

Activity

Complete:

a. The greatest number formed from the digits 5, 8 and 7 is 875
b. The smallest number formed from the digits 7, 9 and 5 is 579
c. The greatest number formed from the digits 4, 0 and 9 is 940
d. The smallest number formed from the digits 5, 0 and 8 is 508
e. The greatest 3-digit number formed from the digits 5 and 8 is 885
f. The smallest 3-digit number formed from the digits 9 and 6 is 669

Rules for Comparing Two Numbers

Rule	Example
Any 3 digit number is greater than any 2 digit number.	325 > 89
The greater number is the number whose **Hundreds** are greater.	138 < 589 402 > 397
If the **Hundreds** are equal, then the greater number is the number whose **Tens** are greater	529 < 571 872 > 839
If the **Hundreds** and **Tens** are equal, then the greater number is the number whose Ones are greater.	523 > 521 683 < 687
If the **Hundreds**, **Tens**, and Ones are equal then the two numbers are equal.	123 = 123 560 = 560

Activity

Complete using (< , = or >).

a 254 < 302

b 487 < 492

c 785 > 783

d 708 > 598

e 387 < 783

f 103 = 103

g 200 + 50 + 8 = 258

h 3 + 80 + 500 > 385

i 5 Hundreds = 50 Tens

j 3 Hundreds + 5 Ones < 350

k 7 Tens + 8 Hundreds > 780

l 2 Hundreds + 6 Ones > 2 + 6

HOME ACTIVITIES

1 Write all numbers that can be formed from the following digits:

ⓐ (5) (1) (7)

517 , 571 , 715 , 751 , 157 , 175

- The greatest number is: 751
- The smallest number is: 157

ⓑ (6) (9) (8)

698 , 689 , 869 , 896 , 968 , 986

- The greatest number is: 986
- The smallest number is: 689

ⓒ (3) (7) (2)

372 , 327 , 723 , 732 , 237 , 273

- The greatest number is: 732
- The smallest number is: 237

ⓓ (5) (4) (2)

542 , 524 , 425 , 452 , 245 , 254

- The greatest number is: 542
- The smallest number is: 245

2 Complete:

a The greatest 3-digit number is 999

b The greatest 3-same-digit number is 999

c The greatest 3-different-digit number is 987

d The smallest 3-digit number is 100

e The smallest 3-same-digit number is 111

f The smallest 3-different-digit number is 102

3 Complete:

a The greatest number formed from the digits 2, 5 and 7 is 752

b The greatest number formed from the digits 7, 2 and 8 is 872

c The greatest number formed from the digits 7, 9 and 3 is 973

d The greatest number formed from the digits 0, 8 and 1 is 810

e The greatest number formed from the digits 7, 0 and 3 is 730

f The greatest 3-digit number formed from the digits 6 and 7 is 776

g The greatest 3-digit number formed from the digits 2 and 8 is 882

h The smallest number formed from the digits 5, 3 and 9 is 359

i The smallest number formed from the digits 9, 1 and 5 is 159

j The smallest number formed from the digits 3, 8 and 4 is 348

k The smallest number formed from the digits 7, 0 and 5 is 507

l The smallest number formed from the digits 8, 0 and 9 is 809

m The smallest 3-digit number formed from the digits 2 and 9 is 229

n The smallest 3-digit number formed from the digits 6 and 5 is 556

4 Complete using (< , = or >).

ⓐ 456 < 821

ⓑ 215 < 512

ⓒ 687 < 691

ⓓ 390 < 691

ⓔ 860 > 680

ⓕ 566 < 569

ⓖ 215 = 215

ⓗ 614 < 641

ⓘ 548 > 543

ⓙ 982 > 927

ⓚ 724 > 720

ⓛ 300 + 70 + 6 > 367

ⓜ 800 + 80 + 5 > 858

ⓝ 2 + 70 + 900 > 279

ⓞ 200 + 70 + 9 = 279

ⓟ 4 + 30 + 700 > 437

ⓠ 800 + 3 + 90 > 839

ⓡ 3 Hundreds = 30 Tens

ⓢ 5 Hundreds > 50 Ones

ⓣ 80 Tens > 80 Ones

ⓤ 3 Hundreds + 5 Tens > 305

ⓥ 6 Hundreds + 3 Ones = 603

ⓦ 5 Hundreds + 7 Tens = 570

Accumulative Assessment 7 up to Lesson 8

Choose the correct answer:

a The greatest 3 digit number is 999 (999 or 900 or 100)

b 452 > ... 451 ... (451 or 524 or 453)

c 8 Tens + 3 Hundreds = 380 (830 or 803 or 380)

d Six hundred sixty = 660 (660 or 616 or 606)

e 9 + 8 = 8 + 8 + 1 (9 + 9 + 1 or 8 + 8 + 1 or 1 + 8 + 1)

Complete the following:

a The smallest number formed from 5, 0 and 3 is 305

b 12 – 5 = 10 – ... 3

c 9 Tens + 5 Ones + 2 Hundreds = 295

d 236 , 237 , 238 , ... 239 ... , ... 240 ... , ... 241

e 500 + 8 + 70 = 578

Answer the following.

a Complete using (< , = or >):

1 568 < 586 2 3 Hundreds + 5 Ones 300 + 50

3 892 > 849 4 500 + 70 + 6 = 500 + 76

b Write all numbers that can be formed from the digits 5, 3 and 7

357 , 375 , 537 , 573 , 735 , 753

1 The greatest number is ... 2 The smallest number is ...

c Write the greatest and the smallest numbers formed from the digits 5, 8 and 0.

1 The greatest number is 850 2 The smallest number is 508

d Write the greatest and the smallest 3 digit numbers formed from the digits 9 and 3.

1 The greatest number is 993 2 The smallest number is 339

Lessons 9&10

ترتيب الأعداد

Before and After

Ex.

- The number 245 comes right **after** 244.
- The number that comes right **after** 244 is 245

- The number 317 comes right **before** 318
- The number that comes right **before** 318 is 317.

Activity

The number that comes just after:

a) 354 is 355
b) 568 is 569
c) 540 is 541
d) 309 is 310
e) 809 is 810
f) 99 is 100

Activity

The number that comes just before

a) 543 is: 542
b) 680 is: 679
c) 211 is: 210
d) 600 is: 599
e) 810 is: 809
f) 100 is: 99

Activity

Complete:

a) The number that comes just **after** 256 is 257
b) The number that comes just **before** 760 is 759
c) The number 300 comes just **after** 299
d) The number 300 comes just **before** 301
e) The number 699 comes just **before** 700.
f) The number 300 comes just **after** 299

The number that comes just after	العدد الذي يسبقه	The number that comes just before	العدد الذي يسابق يسبقه
Ascending order	الترتيب التصاعدي	Descending order	الترتيب التنازلي

Chapter 3

Arranging the Numbers up to 999

From the smallest number to the greatest number

من العدد الأصغر إلى العدد الأكبر

From the greatest number to the smallest number

من العدد الأكبر إلى العدد الأصغر

- For arranging numbers, the same steps for comparing between two numbers are followed

- لترتيب الأعداد نتبع نفس قواعد المقارنة بين عددين

Activity

Arrange each group of the following numbers in ascending and descending orders.

a 356 , 567 , 982 , 214 , 548

- Ascending order: 214 , 356 , 548 , 567 , 982
- Descending order: 982 , 567 , 548 , 356 , 214

b 728 , 287 , 872 , 278 , 782

- Ascending order: 278 , 287 , 728 , 782 , 872
- Descending order: 872 , 782 , 728 , 287 , 278

Activity

Write all numbers that can be formed from the digits 8, 7 and 3, then arrange them in ascending and descending orders.

378 , 387 , 738 , 783 , 873 , 837

- Ascending order: 378 , 387 , 738 , 783 , 837 , 873
- Descending order: 873 , 837 , 783 , 738 , 387 , 378

HOME ACTIVITIES

1 The number that comes just after.

ⓐ 315 is: 316
ⓑ 456 is: 457
ⓒ 719 is: 720
ⓓ 528 is: 529
ⓔ 647 is: 648
ⓕ 799 is: 800
ⓖ 499 is: 500
ⓗ 699 is: 700
ⓘ 432 is: 433
ⓙ 698 is: 699
ⓚ 379 is: 380
ⓛ 899 is: 900
ⓜ 600 is: 601
ⓝ 230 is: 231
ⓞ 809 is: 810
ⓟ 503 is: 504
ⓠ 711 is: 712
ⓡ 995 is: 996
ⓢ 401 is: 402
ⓣ 100 is: 101

2 The number that comes just before.

ⓐ 782 is: 781
ⓑ 628 is: 627
ⓒ 405 is: 404
ⓓ 450 is: 449
ⓔ 600 is: 599
ⓕ 789 is: 788
ⓖ 200 is: 199
ⓗ 317 is: 316
ⓘ 700 is: 699
ⓙ 660 is: 659
ⓚ 100 is: 99
ⓛ 803 is: 802
ⓜ 468 is: 467
ⓝ 748 is: 747
ⓞ 102 is: 101
ⓟ 367 is: 366
ⓠ 810 is: 809
ⓡ 630 is: 629
ⓢ 999 is: 999
ⓣ 500 is: 499

3 Complete.

a The number that comes just after 357 is 358

b The number that comes just after 259 is 260

c The number that comes just after 699 is 700

d The number that comes just after 99 is 100

e The number 568 comes just after 567

f The number 600 comes just after 599

g The number 980 comes just after 979

h The number 658 comes just after 657

i The number 320 comes just after 319

j The number 801 comes just after 800

k The number that comes just before 271 is 270

l The number that comes just before 200 is 199

m The number that comes just before 840 is 839

n The number that comes just before 100 is 99

o The number 729 comes just before 730

p The number 399 comes just before 400

q The number 527 comes just before 528

r The number 656 comes just before 657

s The number 519 comes just before 520.

t The number 599 comes just before 600.

4 Arrange each group of the following numbers in ascending and descending orders:

a 564 , 645 , 456 , 654 , 546

- **Ascending** order 456 , 546 , 564 , 645 , 654
- **Descending** order 654 , 645 , 564 , 546 , 456

b 215 , 674 , 548 , 384 , 678

- **Ascending** order 215 , 384 , 548 , 674 , 678
- **Descending** order 678 , 674 , 548 , 384 , 215

c 105 , 501 , 150 , 510 , 500

- **Ascending** order 105 , 150 , 500 , 501 , 510
- **Descending** order 510 , 501 , 500 , 150 , 105

d 808 , 880 , 80 , 888 , 800

- **Ascending** order 80 , 800 , 808 , 880 , 888
- **Descending** order 888 , 880 , 808 , 800 , 80

e 205 , 25 , 520 , 52 , 502

- **Ascending** order 25 , 52 , 205 , 502 , 520
- **Descending** order 520 , 502 , 205 , 52 , 25

5 Write all numbers that can be formed from the digits 3, 6 and 7, then arrange them in ascending and descending orders

367 , 376 , 673 , 637 , 763 , 736

- Ascending order:

367 , 376 , 637 , 673 , 736 , 763

- Descending order:

763 , 736 , 673 , 637 , 376 , 367

6 Write all numbers that can be formed from the digits 7, 2 and 4, then arrange them in ascending and descending orders

247 , 274 , 427 , 472 , 742 , 724

- Ascending order:

247 , 274 , 427 , 472 , 724 , 742

- Descending order

742 , 724 , 472 , 427 , 274 , 247

7 Write all numbers that can be formed from the digits 5, 1 and 8, then arrange them in ascending and descending orders.

158 , 185 , 518 , 581 , 815 , 851

- Ascending order:

158 , 185 , 518 , 581 , 815 , 851

- Descending order

851 , 815 , 581 , 518 , 185 , 158

Accumulative Assessment 8 up to Lesson 10

Choose the correct answer:

a The **smallest** 3-digit number is 100 (100 or 102 or 999)

b Five hundred twenty = 520 (502 or 520 or 512)

c 60 Tens = 600 (5 or 60 or 600)

d 452 > 450 (455 or 450 or 456)

e 400 + 50 = 450 (405 or 9 or 450)

Complete the following:

a The **smallest** number formed from the digits 0, 9 and 5 is 509

b 40 + 700 + 8 = 748 .

c 8 Tens + 5 Ones + 7 Hundreds = 785

d The **greatest** 3-different-digit number is 150

e The number that comes just **after** 259 is 260

Answer the following

A Complete using (<, = or >):

1 347 > 289 2 5 Hundreds + 9 Tens = 500 + 90

3 708 < 780 4 4 + 50 + 300 < 400 + 53

B Arrange the following numbers in an ascending order:

440 , 40 , 404 , 44 , 400

• 40 , 44 , 400 , 404 , 440

C Write all numbers that can be formed from the digits 5, 7 and 3, then arrange them in an ascending order:

1 The numbers are 357 , 375 , 735 , 753 , 573 , 537

2 Ascending order 357 , 375 , 537 , 573 , 735 , 753

Assessment on Chapter 3

Choose the correct answer:

a The value of 3 in 259 is 30 (3 or 30 or 300)

b Three hundred thirty = 330 (303 or 330 or 313)

c The greatest 3 digit number is 999 (100 or 987 or 999)

d 524 > 400 + 20 + 5 (> or = or <)

e 267 comes just after 266 (266 or 268 or 257)

Complete the following

a 259 = 59 + 200

b The smallest number formed from the digits 3, 0, 5 is 305

c The place value of the digit 4 in 165 is Hundreds

d 4 Tens + 5 Hundreds = 540 and it is read as five hundred forty

e 60 Tens = 6 Hundreds

Answer the following.

a Arrange the following numbers in a descending order:

490 , 940 , 94 , 400 , 900

• 940 , 900 , 490 , 400 , 94

b Arrange the following numbers in an ascending order:

500 , 205 , 502 , 200 , 25

• 25 , 200 , 205 , 500 , 502

C Who am I?

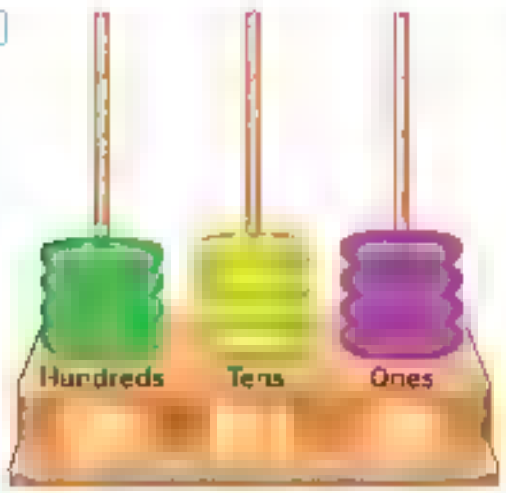
1 I am a number with my Tens digit = 9 and my Hundreds digits equal to my Ones digit which is 4 (494)

2 I am a number with my Tens digit = half my Ones digit, and my Hundreds digit is twice my Ones digit. My Ones digit is 4 (824)

3 I am a 3 same digit number with a sum of 9 (3 3)

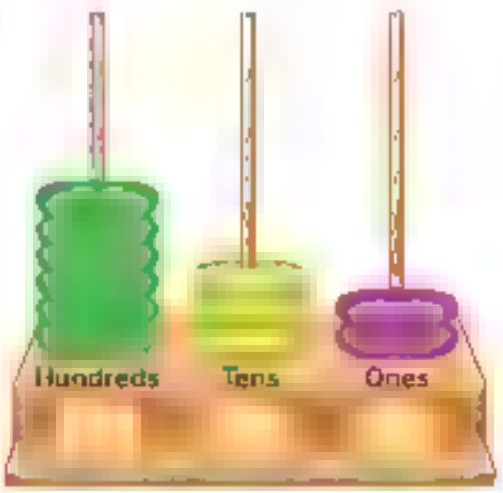
D Write the number shown on the abacus:

1



444 Four hundred forty four

2



632 Six hundred thirty two

احرص على اقتناء كتاب
الأستاذ
في
اللغة العربية
الصف الثاني الابتدائي

Chapter 4

Chapter Lessons

Lessons 1&2 Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

Outcomes

- Participating in Calendar Math Activities
- Explaining the Commutative Property of Addition
- Applying mental math strategies to solve addition and subtraction problems.

Lesson 3 Decomposing Numbers Into Ones and Tens

Outcomes.

- Participating in Calendar Math Activities.
- Decomposing 2-digit numbers into Tens and Ones

Lessons 4&5 Adding and Subtracting Without Regrouping

Outcomes

- Participating in Calendar Math Activities.
- Adding two 2-digit numbers without regrouping.
- Decomposing 2-digit numbers to solve addition story problems
- Subtracting 2-digit numbers without regrouping
- Decomposing 2-digit numbers to solve subtraction story problems.

Lessons 6&7 Estimating the Sum and the Difference – Comparing the Sum and the Estimation

Outcomes

- Participating in Calendar Math Activities
- Using place value to estimate sums and differences.
- Solving 2-digit addition and subtraction problems without regrouping
- Decomposing 2-digit numbers to solve addition problems.

Lessons 8–10 Adding by Regrouping Ones

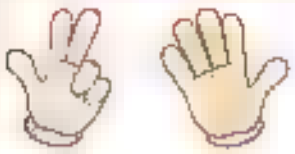
Outcomes

- Participating in Calendar Math Activities
- Decomposing 2-digit numbers to solve addition problems
- Model regrouping using pictures or manipulatives
- Mentally calculating sums of two 1-digit numbers
- Solving 2-digit addition problems with and without regrouping.
- Collaborating to add four 2-digit numbers

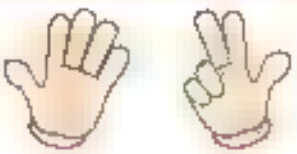
1&2 Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

خصية الابدال في عملية الجمع – مزيد من التطبيقات الذهنية على الجمع والطرح

Learn Commutative Property of Addition



3 + 5 = 8



5 + 3 = 8

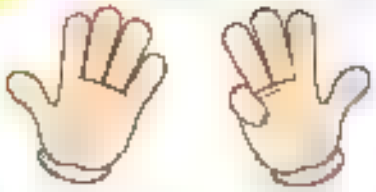
So, 3 + 5 = 5 + 3

The result of adding two numbers does not change by changing their order.

ناتج جمع عددين لا يتغير بتغير ترتيبهما.

Activity 1 Add, as in the example:

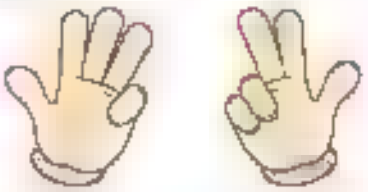
Ex.



5 + 4 = 9

4 + 5 = 9

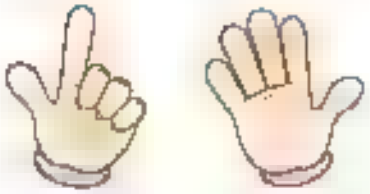
a



4 + 3 = 7

3 + 4 = 7

b

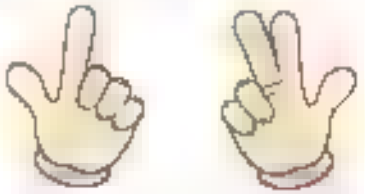


2 + 5 = 7

5 + 2 = 7

Add hon properties خواص عملية الجمع

c



2 + 3 = 5

3 + 2 = 5

Commutative Property خاصية الإبدال

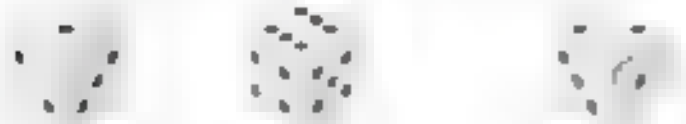
Activity

Use the dice as shown in the drawing. Roll each die three times and write the numbers shown on the top side in the boxes below. Then find the result.

a

5	1	+	4	=	5	5

b



1	6	+	2	=	1	8

c

2	2	+	6	=	2	8

d

6	3	−	4	=	5	9

e

1	4	−	6	=	0	8

Adding and Subtracting Two Numbers Using the Counting Strategy

Counting On from the largest number to add:

1. Put the largest number in your mind.
2. Represent the smallest number using your fingers.
3. Count on your fingers after the number you have in your mind.

Ex. Add: 74 + 5

① 74 → in your mind

② 5 → on your fingers.

③ Count after 74 by 5

Then 74 + 5 = 79

Counting Back to subtract:

1. Put the largest number in your mind.
2. Represent the smallest number using your fingers.
3. Count on your fingers before the number you have in your mind.

Ex. Subtract: 86 – 7

① 86 → in your mind.

② 7 → on your fingers.

③ Count before 86 by 7

Then 86 – 7 = 79

Activity

Complete (as in the example).

Ex. 6 + 5 = 5 + 6 = 11

a 4 + 3 = 3 + 4 = 7

b 8 + 7 = 7 + 8 = 15

c 2 + 4 = 4 + 2 = 6

d 9 + 1 = 1 + 9 = 10

e 8 + 6 = 6 + 8 = 14

f 2 + 3 = 3 + 2 = 5

Activity

Find the sum.

a
$$\begin{array}{r} 34 \\ +\ 7 \\ \hline 41 \end{array}$$

b
$$\begin{array}{r} 65 \\ +\ 3 \\ \hline 68 \end{array}$$

c
$$\begin{array}{r} 82 \\ +\ 5 \\ \hline 87 \end{array}$$

d
$$\begin{array}{r} 3 \\ +\ 97 \\ \hline 100 \end{array}$$

e
$$\begin{array}{r} 2 \\ +\ 46 \\ \hline 48 \end{array}$$

f
$$\begin{array}{r} 8 \\ +\ 71 \\ \hline 79 \end{array}$$

Activity

Find the difference:

a
$$\begin{array}{r} 85 \\ -\ 7 \\ \hline 78 \end{array}$$

b
$$\begin{array}{r} 93 \\ -\ 6 \\ \hline 87 \end{array}$$

c
$$\begin{array}{r} 62 \\ -\ 5 \\ \hline 57 \end{array}$$

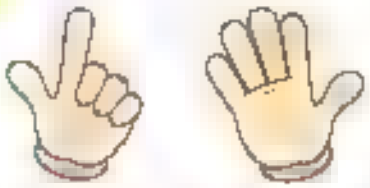
d
$$\begin{array}{r} 34 \\ -\ 7 \\ \hline 27 \end{array}$$

e
$$\begin{array}{r} 89 \\ -\ 2 \\ \hline 87 \end{array}$$

f
$$\begin{array}{r} 50 \\ -\ 9 \\ \hline 41 \end{array}$$

1 Add, as in the example:

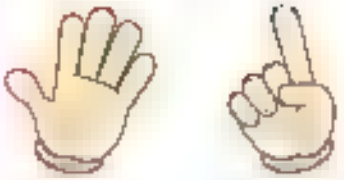
Ex.



2 + 5 = 7

5 + 2 = 7

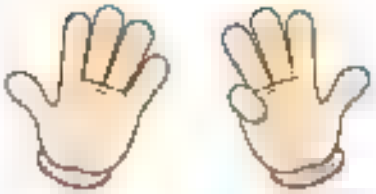
a



5 + 1 = 6

1 + 5 = 6

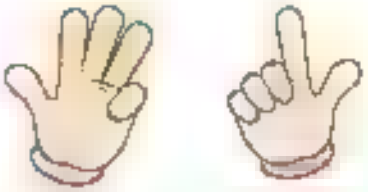
b



5 + 4 = 9

4 + 5 = 9

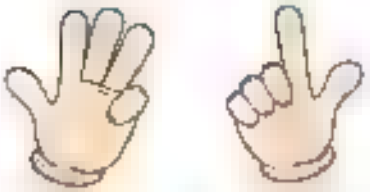
c



4 + 2 = 6

2 + 4 = 6

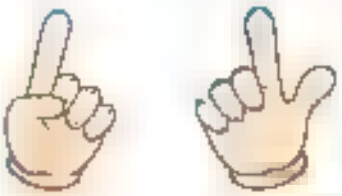
d



4 + 2 = 6

2 + 4 = 6

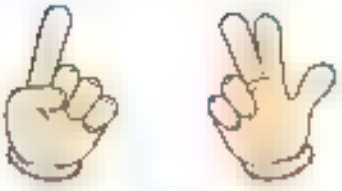
e



1 + 2 = 3

2 + 1 = 3

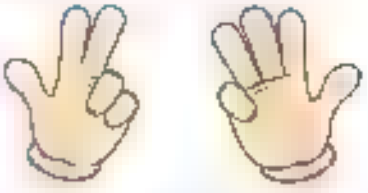
f



1 + 3 = 4

3 + 1 = 4

g



3 + 4 = 7

4 + 3 = 7

2 Complete the following.

a 3 + 5 = 5 + 3

b 8 + 7 = 7 + 8

c 2 + 7 = 7 + 2

d 3 + 6 = 6 + 3

e 8 + 9 = 9 + 8

f 4 + 9 = 9 + 4

g 8 + 5 = 5 + 8

h 7 + 1 = 1 + 7

3 Find the sum:

a
6	7
+ 7	+ 6
13	13

b
4	8
+ 8	+ 4
12	12

c
9	3
+ 3	+ 9
12	12

d
2	6
+ 6	+ 2
8	8

e
9	5
+ 5	+ 9
14	14

f
7	3
+ 3	+ 7
10	10

4 Add:

a 45 + 3 = 48

b 28 + 6 = 34

c 72 + 5 = 77

d 36 + 7 = 43

e 37 + 4 = 41

f 15 + 9 = 24

g 58 + 8 = 66

h 63 + 2 = 65

i
$$\begin{array}{r} 82 \\ +\ 7 \\ \hline 89 \end{array}$$

j
$$\begin{array}{r} 29 \\ +\ 6 \\ \hline 35 \end{array}$$

k
$$\begin{array}{r} 15 \\ +\ 7 \\ \hline 22 \end{array}$$

l
$$\begin{array}{r} 63 \\ +\ 9 \\ \hline 72 \end{array}$$

m
$$\begin{array}{r} 13 \\ +\ 7 \\ \hline 20 \end{array}$$

n
$$\begin{array}{r} 39 \\ +\ 4 \\ \hline 43 \end{array}$$

o
$$\begin{array}{r} 41 \\ +\ 2 \\ \hline 43 \end{array}$$

p
$$\begin{array}{r} 57 \\ +\ 6 \\ \hline 63 \end{array}$$

q
$$\begin{array}{r} 60 \\ +\ 1 \\ \hline 61 \end{array}$$

r
$$\begin{array}{r} 92 \\ +\ 3 \\ \hline 95 \end{array}$$

s
$$\begin{array}{r} 88 \\ +\ 8 \\ \hline 96 \end{array}$$

t
$$\begin{array}{r} 52 \\ +\ 9 \\ \hline 41 \end{array}$$

5 Subtract.

(a) 27 − 5 = 22

(b) 28 − 6 = 22

(c) 92 − 2 = 90

(d) 31 − 1 = 30

(e) 73 − 1 = 72

(f) 12 − 6 = 6

(g) 30 − 5 = 25

(h) 49 − 7 = 42

(i) 28 − 7 = 21

(j) 93 − 3 = 90

(k) 53 − 2 = 51

(l) 36 − 5 = 31

(m) 35 − 3 = 32

(n) 99 − 4 = 95

(o) 14 − 2 = 12

(p) 75 − 3 = 72

(q) 76 − 1 = 75

(r) 29 − 3 = 26

(s) 88 − 8 = 80

(t) 29 − 9 = 20

Accumulative Assessment 9

Chapter 4

Choose the correct answer:

a) 9 + 7 = ... 7 ... + 9 (16 or 7 or 9)

b) 5 + 60 + 700 = 765 (567 or 756 or 765)

c) 427 = 400 + 27 (427 or 20 or 27)

d) 15 + 5 = 20 (20 or 155 or 515)

e) 18 − 7 = ... 11 . ((11) or 25 or 51)

Complete the following.

a) 3 Hundreds + 4 Tens + 9 Ones = 349

b) 500 + . 26 = 26 + 500

c) 7 + 6 = 6 + ... 7

d) The **greatest** 3-digit number is 999

e) The **place value** of the digit 7 in 378 is Tens

Answer the following.

1 Arrange the following numbers in a descending order

360 , 630 , 306 , 603 , 600

• ... 630 ... , ... 603 ... , ... 600 ... , ... 360 ... , ... 306

2 Find the result:

1) 56 + 4 = 60

2) 18 − 6 = 12 ..

3) 9 + 8 = 17

4) 16 − 7 = 9

3 Three were 15 birds on a tree, 7 of them flew away.

How many birds are on the tree now?

Number of birds = ... 15 ... − ... 7 ... = ... 8 ... birds

Chapter 4

3

Decomposing Numbers Into Ones and Tens
تحليل الأعداد إلى آحاد وعشرات

Learn

- Decomposing a two-digit number means writing the number as the sum of Tens and Ones.
- تحليل عدد مكون من رقمين يعني كتابة الأعداد كمجموع للعشرات والآحاد

– Each number can be decomposed in two ways:

By drawing sticks to show the Tens and small boxes to show the Ones

رسم العصي لتمثيل العشرات
و المكعبات الصغيرة لتمثيل الآحاد

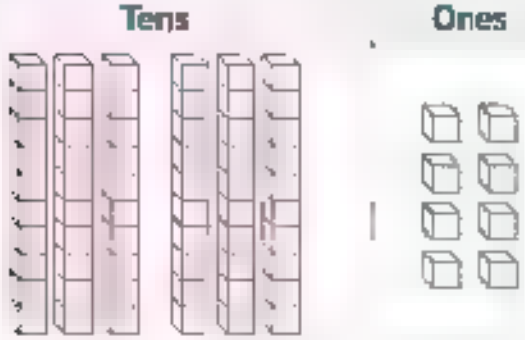
By writing the Tens and Ones in number circles

كتابة العشرات والآحاد في خانات الأعداد

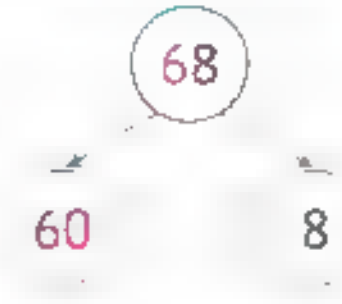
Ex.

8 Tens + 6 Ones = 86

80 + 6 = 86



6 Tens + 8 Ones = 68



60 + 8 = 68

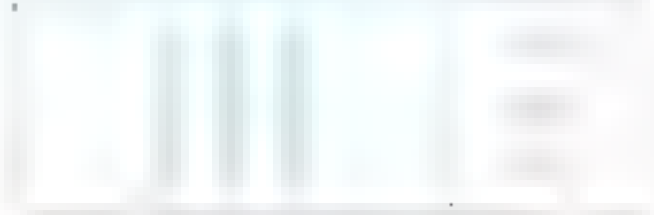
Decompose تحلل 2-digit number عدد مكون من رقمين Ones آحاد Tens عشرات

Activity 17

Decompose each number in two ways. Draw sticks to show the Tens and small boxes to show the Ones. Then write the Tens and Ones in the number circles.

a

Tens | Ones

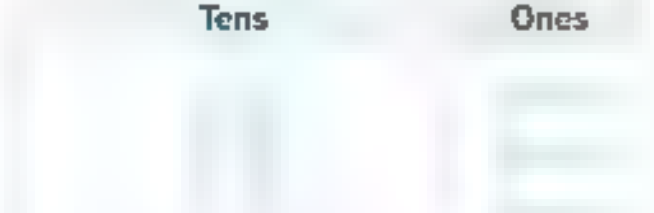


3 Tens + 6 Ones = 36

30 + 6 = 36

b

Tens | Ones

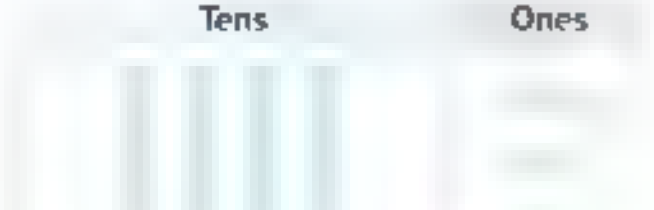


2 Tens + 9 Ones = 29

20 + 9 = 29

c

Tens | Ones



4 Tens + 5 Ones = 45

40 + 5 = 45

Activity 18

Complete the following:

a 5 Tens + 3 Ones = 53

b 7 Ones + 6 Tens = 67

c 3 Tens + 9 Ones = 39

d 2 Ones + 6 Tens = 62

e 50 + 2 = 52

f 3 + 80 = 83

g 80 + 3 = 83

h 60 + 8 = 68

1 Decompose each number in two ways. Draw sticks to show the Tens and small boxes to show the Ones. Then write the Tens and Ones in the number circles

a

Tens	Ones
2	9

2 Tens + 9 Ones = 29 20 + 9 = 29

b

Tens	Ones
3	2

3 Tens + 2 Ones = 32 30 + 2 = 32

c

Tens	Ones
4	6

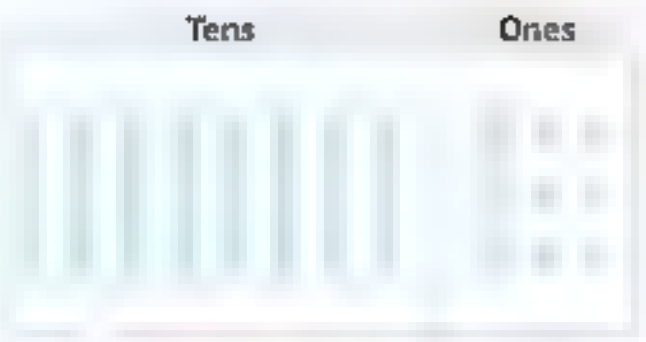
4 Tens + 6 Ones = 46 40 + 6 = 46

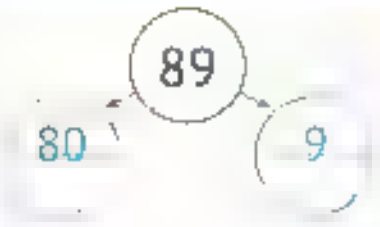
d

Tens	Ones
5	1

5 Tens + 1 Ones = 51 50 + 1 = 51

e

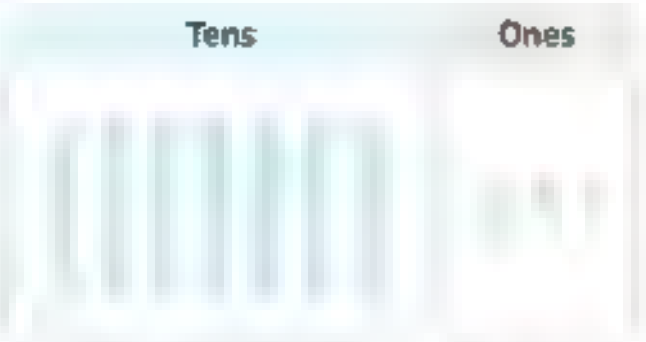




8 Tens + 9 Ones = 89

80 + 9 = 89

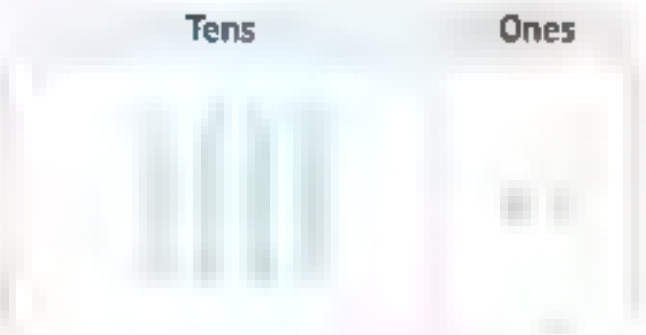
f



7 Tens + 3 Ones = 73

70 + 3 = 73

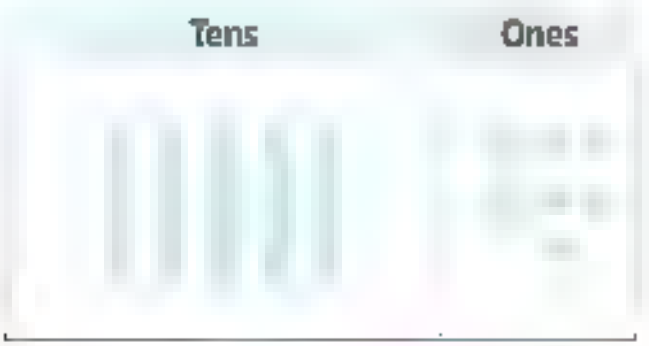
g



4 Tens + 2 Ones = 42

40 + 2 = 42

h



5 Tens + 7 Ones = 57

50 + 7 = 57

2 Complete the following.

a 7 Tens + 5 Ones = 75

b 8 Tens + 6 Ones = 86

c 9 Ones + 7 Tens = 79

d 1 Ones + 8 Tens = 81

e 2 Tens + 9 Ones = 29

f 3 Tens + 1 Ones = 31

g 2 Ones + 4 Tens = 42

h 3 Ones + 5 Tens = 53

i 60 + 4 = 64

j 50 + 2 = 52

k 7 + 60 = 67

l 8 + 70 = 78

m 80 + 9 = 89

n 60 + 4 = 64

o 50 + 3 = 53

p 90 + 2 = 92

3 Match.

Accumulative Assessment 10

Chapter 4

Choose the correct answer:

a 5 Ones + 7 Tens = 75 (57 or 75 or 12)

b 4 + ... 60 = 64 (4 or 6 or (60))

c 10 − 3 = 12 − 2 − 3 (3 or 5 or (2))

d 3 + 4 = 4 + 3 ((4) or 3 or 7)

e The **smallest** 3 d g t number = 100 (123 or 102 or (100))

Complete the following:

a The **value** of the digit 9 in 529 is 9

b 6 + 800 + 30 = 836

c 20 + 7 = 27

d The number that comes just afte 309 s 310

e 9 + 7 = 9 + 1 + 6 = 10 + 6 = 16

Answer the following.

a **Complete using (< , = or >):**

1 70 + 5 > 7 Ones + 5 Tens

2 206 > 20 + 6

3 4 + 60 > Forty-six

4 528 < 582

Accumulative Assessment (0 up to Lesson 3)

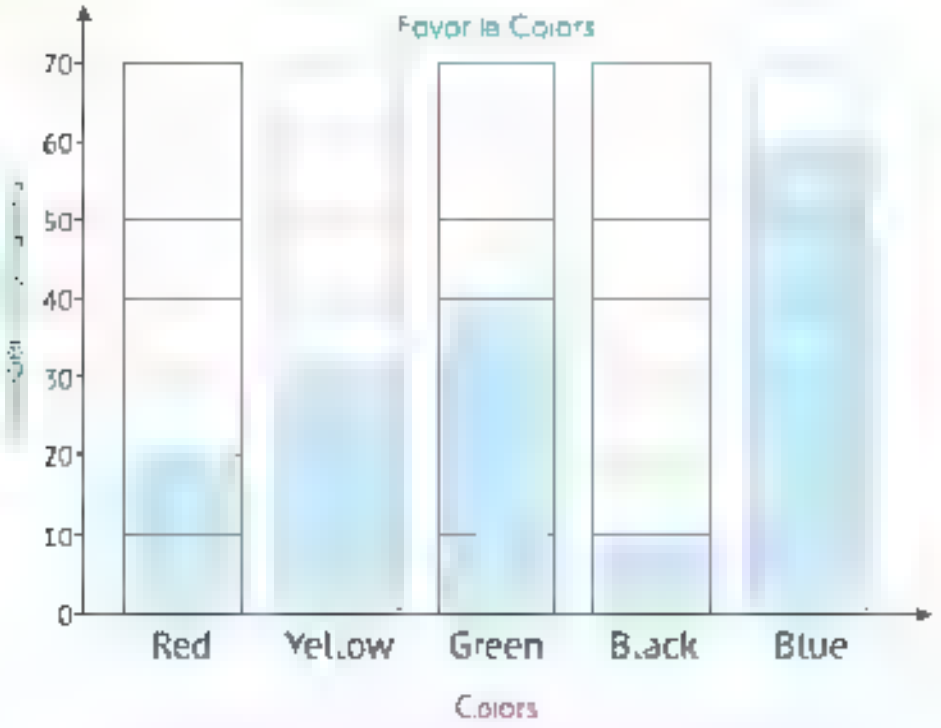
b Complete in the same pattern:

1) 12 , 22 , 32 , 42 , 52 , 62 , 72

2) 96 , 95 , 94 , 93 , 92 , 91 , 90

c Use the following table to complete the bar graph.

Color	Red	Yellow	Green	Black	Blue
Number of Students	20	30	40	10	60



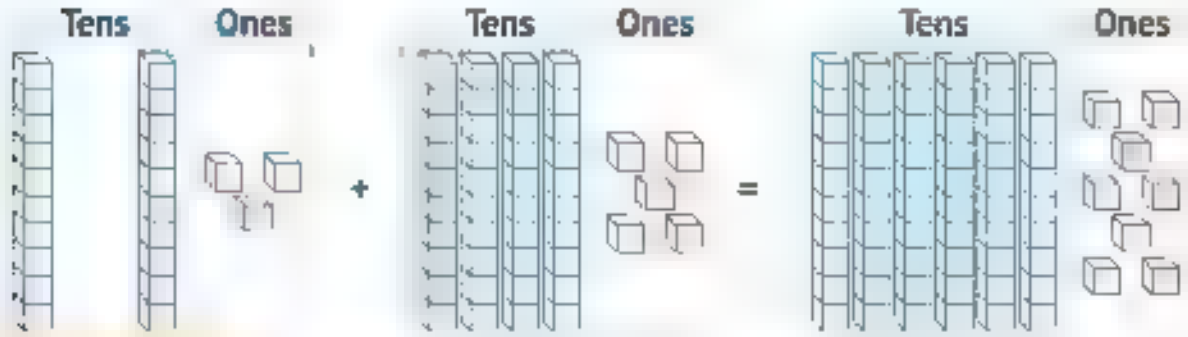
4&5 Adding and Subtracting Without Regrouping
الجمع والطرح بدون إعادة التجميع

Ex. Add: 23 + 45 =

Decompose the two numbers by drawing sticks for the Tens and small boxes for the Ones.

• تحليل العددين عن طريق رسم العصي للعشرات والمكعبات الصغيرة للآحاد.

23 + 45 = 68



Decompose each number into Tens and Ones.

• تحليل كل عدد إلى عشرات وآحاد.

Add the Tens
20 + 40 = 60

Add the Ones
3 + 5 = 8

In all:
60 + 8 = 68

So, 23 + 45 = 68

Notes:

- We add the Ones to the Ones and the Tens to the Tens.
- We always start with the Ones.

• نضيف الآحاد إلى الآحاد والعشرات إلى العشرات.

• دائمًا نبدأ بالآحاد.

Without regrouping بدون عدد التجميع Sum/total مجموع Difference فرق

Activity

Use the two methods of decomposition to find the sum:

5 **35 + 24 = 59**

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

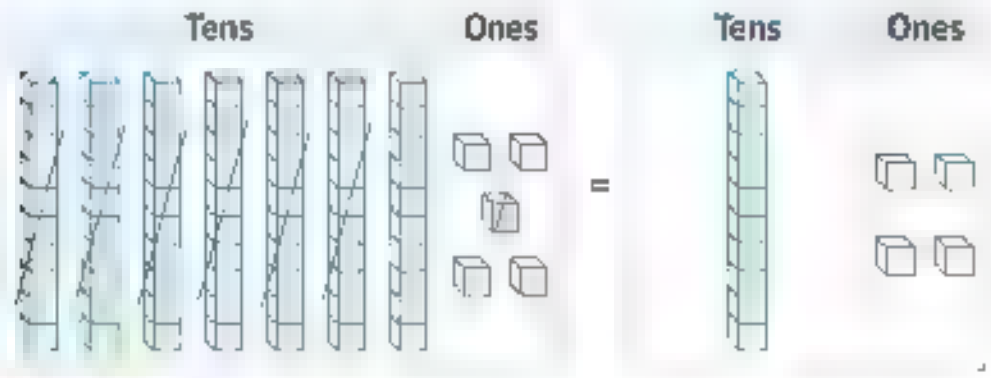
6 **46 + 51 = 97**

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

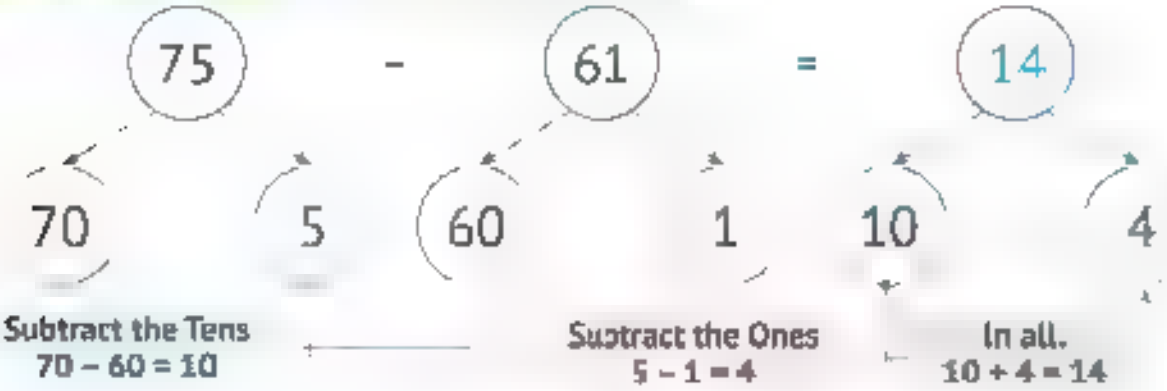
Ex. **Subtract: 75 – 61 =**

Decompose the two numbers by drawing **sticks** for the Tens and **small boxes** for the Ones.

75 – 61 = 14



Decompose each number into Tens and Ones.



So, 75 – 61 = 14

NOTE!

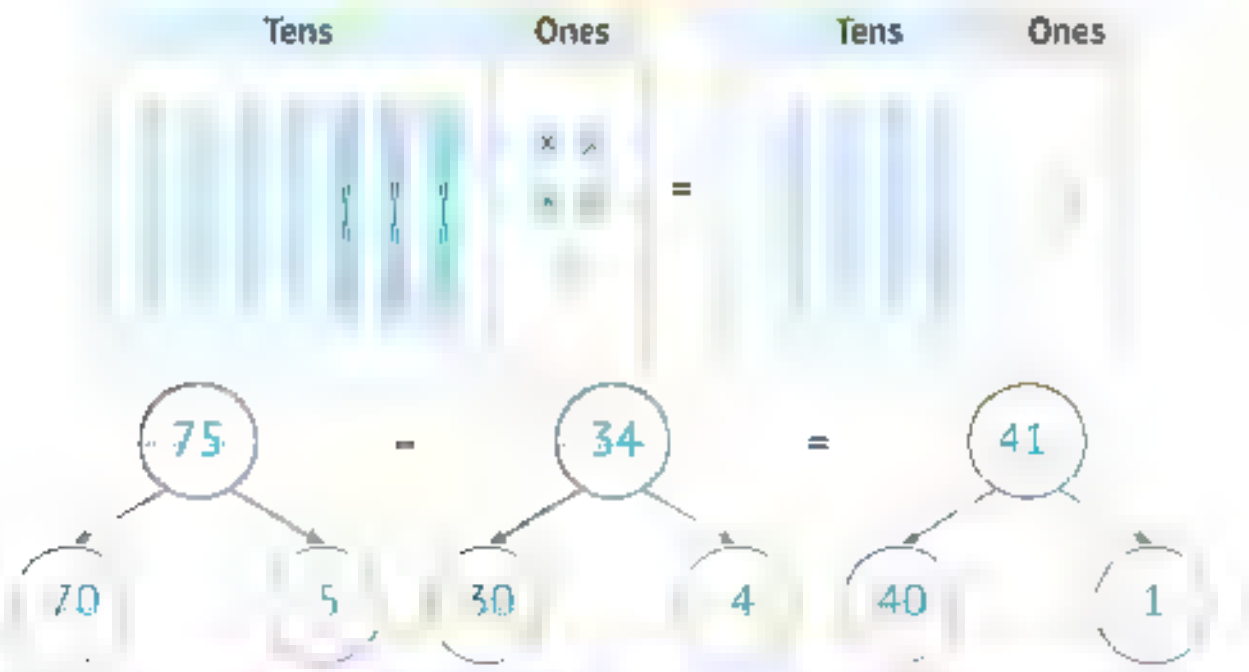
- We subtract the Ones from the Ones and the Tens from the Tens.
- We always start with the Ones.

- نطرح الآحاد من الآحاد والعشرات من العشرات
- نبدأ دائمًا بالآحاد.

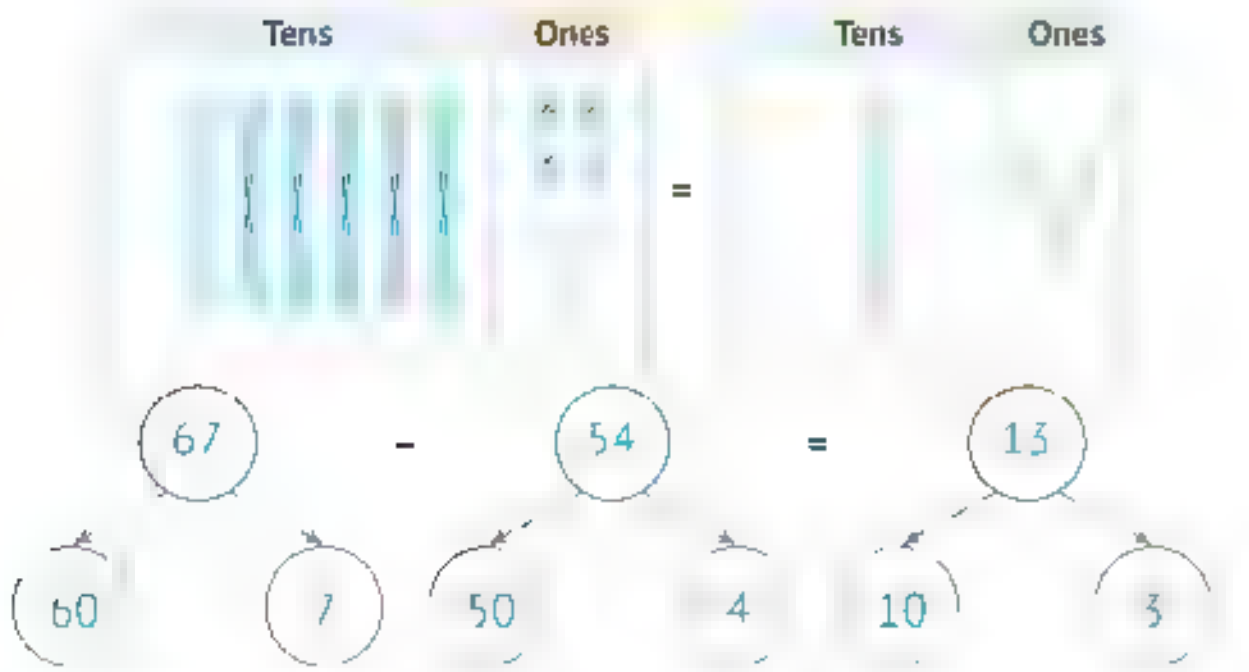
Activity

Use the two methods of decomposition to find the difference

a **75 - 34 = 41**



b **67 - 54 = 13**



Activity

Hassan bought 23 chocolate cookies.
He also bought 35 vanilla cookies.
How many cookies does Hassan have in all?

23 + 35 = 58

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

Activity

Sabrine made 37 biscuits with her mom. They ate 25 biscuits. How many biscuits are left?

Tens	Ones		Tens	Ones
		=		

1 Use the two methods of decomposition to find the sum:

ⓐ 26 + 12 = 38

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

26 → 20, 6

12 → 10, 2

38 → 30, 8

ⓑ 52 + 13 = 65

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

52 → 50, 2

13 → 10, 3

65 → 60, 5

ⓒ 37 + 42 = 79

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

37 → 30, 7

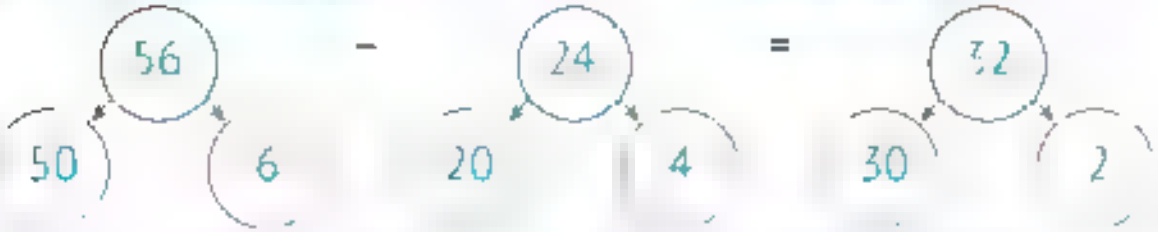
42 → 40, 2

79 → 70, 9

2 Use the two methods of decomposition to find the difference.

a) 56 − 24 = 32

Tens	Ones		Tens	Ones
		=		



b) 75 − 25 = 50

Tens	Ones		Tens	Ones
		=		

c) 63 − 12 = 51

Tens	Ones		Tens	Ones
		=		

3 Read the problems and decompose to solve.

a) Maryam found 68 seashells on the beach. Her sister found 21 seashells. How many seashells did they find in all?

68 + 21 = 89

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

b) Asha went on a bug hunt. She found 62 ants and 26 crickets. How many bugs did she find in all?

62 + 26 = 88

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

e Layla has a collection of stickers. She has 54 car stickers and 44 superhero stickers.

How many stickers does Layla have altogether?

54 + 44 = 98

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

f Rashida had 26 dates. She gave 13 of them to her sister.

How many dates does Rashida have left?

26 - 13 = 13

Tens	Ones		Tens	Ones
		-		

Sam r had 65 coins in h s collection, but then he lost 24 of them How many coins does he have left?

65 − 24 = 41

Tens	Ones		Tens	Ones
1		=		

Kamil ah sewed 59 beads on her dress. Unfortunately, 1 6 of them fe.l off How many beads are left on her dress?

59 − 16 = 43

Tens	Ones		Tens	Ones
		=		

4 Find the result of each of the following

(a) 45 + 32 = 77

(b) 28 – 16 = 12

(c) 72 + 15 = 87

(d) 39 – 27 = 12

(e) 37 + 41 = 78

(f) 95 – 32 = 63

(g) 58 + 20 = 78

(h) 63 – 42 = 21

(i) 82 + 17 = 99

(j) 25 + 61 = 86

(k) 75 – 41 = 34

(l) 63 – 22 = 41

(m) 43 + 22 = 65

(n) 74 + 14 = 88

(o) 45 – 42 = 03

(p) 76 – 32 = 44

(q) 60 + 31 = 91

(r) 92 + 3 = 95

(s) 88 – 58 = 30

(t) 39 – 12 = 27

Accumulative Assessment 11

Up to Lesson 5

Chapter 4

Choose the correct answer:

a The value of the digit 5 in 536 is 500 (5 or 500 or 50)

b 50 + 8 = 58 (8 or 80 or 13)

c 4 + 9 = 9 + 4 (13 or 9 or 4)

d 8 Ones + 7 Tens = 78 (87 or 78 or 15)

e 8 + 7 = 10 + 5 (15 or 7 or 10)

Complete the following.

a The number that comes after 309 is 310

b 400 + 8 + 20 = 428

c The largest 3-different-digit number is 987

d 6 + 30 = 36

e 25 , 35 , 45 , 55 , 65 , 75

Answer the following:

a Arrange the following numbers in an ascending order:

56 , 65 , 66 , 55 , 50

50 , 55 , 56 , 65 , 66

b Find the result:

1 32 + 24 = 56

2 48 − 26 = 22

3
64
+ 32
96

4
69
− 27
42

c Eman had 65 LE, and she bought a pen for 12 LE.

Find the remaining money with her (Decompose to solve)

65 − 12 = 53

65 → 60 , 5

12 → 10 , 2

53 → 50 , 3

Estimating the Sum and the Difference – Comparing the Sum and the Estimation

تقدير نواتج الجمع والطرح – مقارنة المجموع والتقدير

6&7

6&7

Estimation

It is finding a number that is close to another number.

التقدير هو إيجاد عدد قريب من عدد آخر

الطريقة الأولى التقدير باستخدام مخطط 120

Replace the Ones digit by Zero.

صع صفر مكان رقم الاحاد

If the Ones digit is
0 , 1 , 2 , 3 or 4,
the Tens digit stays the same

إذا كان رقم الاحاد 0، 1، 2، 3، 4
يبقى رقم العشرات كما هو
دون تغيير

Ex. 22 → 20

If the Ones digit is
5 , 6 , 7 , 8 or 9,
add 1 to the Tens digit

إذا كان رقم الاحاد 5، 6، 7، 8، 9
نقوم بزيادة رقم العشرات
بمقدار 1

Ex. 76 → 80

- 75 is closer to 80
- 56 is closer to 60
- 33 is closer to 30
- 11 is closer to 10

110	111	112	113	114	115	116	117	118	119	120
100	101	102	103	104	105	106	107	108	109	110
90	91	92	93	94	95	96	97	98	99	100
80	81	82	83	84	85	86	87	88	89	90
70	71	72	73	74	75	76	77	78	79	80
60	61	62	63	64	65	66	67	68	69	70
50	51	52	53	54	55	56	57	58	59	60
40	41	42	43	44	45	46	47	48	49	50
30	31	32	33	34	35	36	37	38	39	40
20	21	22	23	24	25	26	27	28	29	30
10	11	12	13	14	15	16	17	18	19	20
0	1	2	3	4	5	6	7	8	9	10

Estimation	تقدير	120 Chart	مخطط 120	Closer	قريب
Accepted	مقبول	Place value strategy		إستراتيجية القيمة المكانية	

Activity 1 Use the 120 Chart to estimate the following:

Number	Estimation	Number	Estimation
41	40	46	50
42	40	47	50
43	40	48	50
44	40	49	50
45	50	50	50

Activity 2 Use the 120 Chart to estimate the following:

a 23 → 20

b 9 → 10

c 4 → 0

d 62 → 60

e 38 → 40

f 55 → 60

To estimate a two-digit number:

- Replace the Ones digit with zero.
- Keep the Tens digit as it is.

24 → 20

47 → 40

بطريقه اخريه التقدير باستخدام القيمة المكانية.

لتقدير عدد مكون من رقمين:

- نضع الصفر مكان رقم الآحاد.
- الحفاظ على رقم العشرات كما هو بدون تغيير

Activity 3 Use the place value strategy to estimate:

a 57 → 50

b 12 → 10

c 37 → 30

d 92 → 90

e 69 → 60

f 38 → 30

Estimating to Add & Subtract 2-digit Numbers

التقدير لجمع وطرح عدد مكون من رقمين

6&7

46 → 50	46 → 40
+ 23 → + 20	+ 23 → + 20
70	60
46 + 23 is about 70	46 + 23 is about 60
47 → 50	47 → 40
- 14 → - 10	- 14 → - 10
40	30
47 - 14 is about 40	47 - 14 is about 30

Activity 1 Use the 120 Chart to estimate

a) 34 → 30
+ 28 → + 30
60
34 + 28 is about 60

b) 45 → 50
+ 52 → + 50
100
45 + 52 is about 100

c) 67 → 70
- 34 → - 30
40
67 - 34 is about 40

d) 92 → 90
- 19 → - 20
70
92 - 19 is about 70

Activity

Use the place value strategy to estimate:

a
$$\begin{array}{r} 13 \\ +\ 28 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow 10 \\ \longrightarrow +\ 20 \\ \hline 30 \end{array}$$

13 + 28 is about 30

b
$$\begin{array}{r} 55 \\ +\ 42 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow 50 \\ \longrightarrow +\ 40 \\ \hline 90 \end{array}$$

55 + 42 is about 90

c
$$\begin{array}{r} 74 \\ -\ 69 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow 70 \\ \longrightarrow -\ 60 \\ \hline 10 \end{array}$$

79 – 69 is about 10

d
$$\begin{array}{r} 97 \\ -\ 37 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow 90 \\ \longrightarrow -\ 30 \\ \hline 60 \end{array}$$

97 – 37 is about 60

Activity

a Heba had 33 LE. She earned an additional 29 LE doing her chores.
Estimate how much money she has now. (place value strategy)

33 + 29 ⟶ 30 + 20 = 50 LE

b Raj has a 64-minute train ride. He has been on the train for 32 minutes.
Estimate how many minutes are left on his train ride.
(place value strategy)

64 − 32 ⟶ 60 − 30 = 30 minutes

First circle the numbers in the Tens place and add them together to estimate the sum.
Then decompose the numbers into Tens and Ones. Find the sum
Finally, compare the sum to your estimate. Are they close?

أولًا: ضع دائرة حول الأرقام التي في خانة العشرات و جمعها بتقدير لمجموع.
ثم تحلل الأرقام إلى عشرات وآحاد.
أوجد المجموع
أخيرًا قارن المجموع بتقديرك، هل كانا متقاربين؟

Ex. **Estimate the sum of. (use the place value strategy)**

24 + 19:

Estimation: 24 + 19 ⟶ 20 + 10 = 30

Actual sum

+

Tens Total

20 + 10 = 30

Ones Total

4 + 9 = 13

30 + 13 = 43 ⟵ Sum

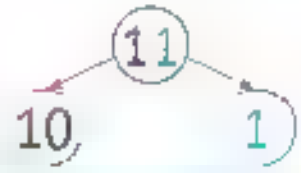
The estimate (30) is not closer to the actual sum (43), so the estimate is not accepted.

43 + 11:

Estimation: 43 + 11 ⟶ 40 + 10 = 50

Actual sum:

+



Tens Total

40 + 10 = 50

Ones Total

3 + 1 = 4

50 + 4 = 54 ⟵ Sum

The estimate (50) is closer to the actual sum (54), so the estimate is accepted.

Activity

Estimate the sum (use the place value strategy):

a 48 + 26:

Estimation 48 + 24 → 40 + 20 = 30

Actual sum

+

Tens Total: 40 + 20 = 60

Ones Total: 8 + 4 = 12

60 + 12 = 72 ← Sum

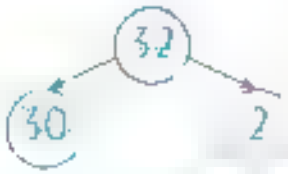
The estimate (60) is (closer *or* not closer) to the actual sum (72), so the estimate is (accepted *or* not accepted)

b 53 + 32

53 + 32 → 50 + 30 = 80

Actual sum

+



Tens Total: 50 + 30 = 80

Ones Total: 3 + 2 = 5

80 + 5 = 85 ← Sum

The estimate (80) is (closer *or* not closer) to the actual sum (85), so the estimate is (accepted *or* not accepted)

1 Use the 120 Chart to estimate the following

	Number	Estimation
a	71	70
b	72	70
c	73	70
d	74	70
e	75	80

	Number	Estimation
f	76	80
g	77	80
h	78	80
i	79	80
j	80	80

	Number	Estimation
a	11	10
b	12	10
c	13	10
d	14	10
e	15	20

	Number	Estimation
f	16	20
g	17	20
h	18	20
i	19	20
j	20	20

2 Use the 120 Chart to estimate the following.

a 36 → 40

b 75 → 80

c 54 → 50

d 62 → 60

e 83 → 80

f 91 → 90

g 17 → 20

h 67 → 70

i 46 → 50

j 9 → 10

k 36 → 40

l 96 → 100

3 Use the place value strategy to estimate:

a	8	0	b	23	20
c	58	50	d	72	70
e	96	90	f	61	60
g	13	10	h	36	30
i	67	60	j	83	80
k	4	0	l	19	10

4 Use the 120 Chart to estimate:

a
$$\begin{array}{rcl} 58 & \rightarrow & 60 \\ +\ 32 & \rightarrow & +\ 30 \\ \hline & & 90 \end{array}$$

58 + 32 is about 90

b
$$\begin{array}{rcl} 76 & \rightarrow & 80 \\ -\ 14 & \rightarrow & -\ 10 \\ \hline & & 70 \end{array}$$

76 − 14 is about 70

c
$$\begin{array}{rcl} 27 & \rightarrow & 30 \\ +\ 12 & \rightarrow & +\ 10 \\ \hline & & 40 \end{array}$$

27 + 12 is about 40

d
$$\begin{array}{rcl} 84 & \rightarrow & 80 \\ -\ 35 & \rightarrow & -\ 40 \\ \hline & & 40 \end{array}$$

84 − 35 is about 40

e
$$\begin{array}{rcl} 34 & \rightarrow & 30 \\ +\ 29 & \rightarrow & +\ 30 \\ \hline & & 60 \end{array}$$

34 + 29 is about 60

f
$$\begin{array}{rcl} 48 & \rightarrow & 50 \\ -\ 27 & \rightarrow & -\ 30 \\ \hline & & 20 \end{array}$$

48 − 27 is about 20

5 Use the place value strategy to estimate:

a
$$\begin{array}{rcl} 43 & \longrightarrow & 40 \\ +\ 56 & \longrightarrow & +\ 50 \\ \hline & & 90 \end{array}$$
43 + 56 is about 90

b
$$\begin{array}{rcl} 98 & \longrightarrow & 90 \\ -\ 27 & \longrightarrow & -\ 20 \\ \hline & & 70 \end{array}$$
98 – 27 is about 70

c
$$\begin{array}{rcl} 52 & \longrightarrow & 50 \\ +\ 38 & \longrightarrow & +\ 30 \\ \hline & & 80 \end{array}$$
52 + 38 is about 80

d
$$\begin{array}{rcl} 72 & \longrightarrow & 70 \\ -\ 51 & \longrightarrow & -\ 50 \\ \hline & & 20 \end{array}$$
72 – 51 is about 20

e
$$\begin{array}{rcl} 18 & \longrightarrow & 10 \\ +\ 38 & \longrightarrow & +\ 30 \\ \hline & & 40 \end{array}$$
18 + 38 is about 40

f
$$\begin{array}{rcl} 62 & \longrightarrow & 60 \\ -\ 16 & \longrightarrow & -\ 10 \\ \hline & & 50 \end{array}$$
62 – 16 is about 50

6 Estimate to answer the following:

a Mona had 84 LE. She bought a toy for 26 LE.

Estimate how much money does she have now (place value strategy)

84 – 26 ≈ 80 – 20 ≈ 60 LE

(b) Omnia bought 38 stories one day, then another 49 stories the other day.
Estimate the number of stories that Omnia has purchased.

(place value strategy)

$$38 + 49 = 30 + 40 = 70 \text{ stories}$$

(c) If the number of students in a class is 46, and 18 of them are girls.
Estimate the number of boys in the class. (place value strategy)

$$46 - 18 = 40 - 10 = 30 \text{ boys}$$

(d) Bassem spent 53 minutes in football training and Rahma spent 47 minutes in swimming training.
Estimate the time Bassem and Rahma spent in training.

(place value strategy)

$$53 + 47 = 50 + 40 = 90 \text{ minutes}$$

7 Estimate the sum using the place value strategy.

a 45 + 23:

Estimation 45 + 23 ⟶ 40 + 20 = 60

Actual sum

+

Tens Total: 40 + 20 = 60

Ones Total: 5 + 3 = 8

60 + 8 = 68 ← Sum

The estimate (60) is (closer *or* not closer) to the actual sum (68), so the estimate is (accepted *or* not accepted).

b 62 + 13:

Estimation 62 + 13 ⟶ 60 + 10 = 70

Actual sum

+

Tens Total: 60 + 10 = 70

Ones Total: 2 + 3 = 5

70 + 5 = 75 ← Sum

The estimate (70) is (closer *or* not closer) to the actual sum (75), so the estimate is (accepted *or* not accepted).

c 28 + 11:

Estimation 28 + 11 → 30 + 10 = 40

Actual sum

Tens Total

20 + 10 = 30

+

Ones Total

8 + 1 = 9

30 + 9 = 39 ← Sum

The estimate (30) is (closer *or* not closer)
to the actual sum (39),
so the estimate is (accepted *or* not accepted).

d 52 + 23

Estimation 52 + 23 → 50 + 20 = 70

Actual sum

Tens Total

50 + 20 = 70

+

Ones Total

2 + 3 = 5

70 + 5 = 75 ← Sum

The estimate (70) is (closer *or* not closer)
to the actual sum (75),
so the estimate is (accepted *or* not accepted).

8 **Complete the following table** (as in the example).

Addition Process	Actual Sum	Estimation Using Place Value Strategy	Accepted	Not Accepted
48 + 31	79	40 + 30 = 70		✓
75 + 14	89	70 + 10 = 80		✓
41 + 23	64	40 + 20 = 60	✓	
63 + 15	78	60 + 10 = 70		✓
14 + 15	29	10 + 10 = 20		✓
27 + 32	59	20 + 30 = 50		✓
20 + 13	33	20 + 10 = 30	✓	
42 + 21	63	40 + 20 = 60	✓	

Accumulative Assessment 12

Chapter 4

Choose the correct answer:

a The greatest number formed from the digits 3, 5 and 8 is 853 (538 or 853 or 385)

b 7 Hundreds + 2 Tens + 3 Ones = 723 (723 or 327 or 273)

c 5 + 0 + 2 = 7 (502 or 52 or 7)

d 5 + 7 = ... 7 ... + 5 (7 or 5 or 12)

e 8 + 7 = 7 + 1 + 7 (7 or 8 or 1)

Complete the following.

a The smallest number formed from 3 digits is 100

b The estimation of 56 is 60 (Using the 120 Chart)

c The estimation of 56 is 50 (Using the place value strategy)

d 15 – 8 = 15 – 5 – 3

e 256 , 257 , 258 , 259 , 260 , 261

Answer the following

a Complete using (<, = or >)

1 456 > 40 + 56

2 50 Tens = 5 Hundreds

3 7 + 6 = 6 + 7

4 7 Hundreds + 4 Tens > 704

b Estimate to find the result (Using the 120 Chart)

1 45 + 32 → 50 + 30 = 80

2 69 – 45 → 70 – 50 = 20

c Nehal has 46 LE and Sama has 23 LE

Estimate how much money do they have all together (Place value strategy)

46 + 23 = 40 + 20 = 60 LE

8-10

Adding by Regrouping Ones

الجمع بإعادة تجميع الآحاد

Learn

- Regrouping means changing the way you group your Tens and Ones.
- إعادة التجميع يعني تغيير الطريقة التي تجمع بها العشرات والآحاد

Ex. Add: 28 + 35 =

28 + 35

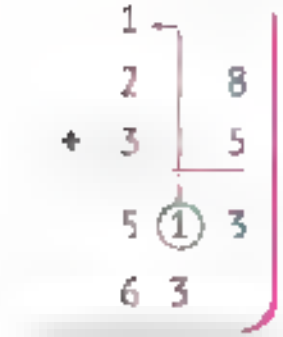
(20 + 8) + (30 + 5) = 50 + 13 = 6 3

Tens Ones Tens Ones Tens Ones Tens Ones

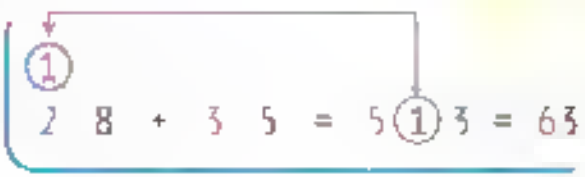
Regroup 10 Ones as 1 Ten

(2 Tens + 8 Ones) + (3 Tens + 5 Ones)

= 5 Tens + 13 Ones = 6 Tens + 3 Ones = 63



8 plus 5 equals 13,
write 3 and carry one over 2
2 becomes 3, and
3 plus 3 equals 6.



Activity Draw Tens (sticks) and Ones (small boxes) to represent each addend. Regroup the Ones and find the sum.

a) 46 + 37 = 83

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

b) 28 + 27 = 55

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

c) 39 + 45 = 84

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

d) 38 + 46 = 84

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		

8–10

Activity 11

Find the sum of each of the following:

(a) 36 + 49 = 85

(b) 45 + 39 = 84

(c) 28 + 17 = 45

(d) 73 + 7 = 80

(e) 64 + 7 = 71

(f) 28 + 56 = 84

(g) 27 + 52 + 18 = 97

(h) 49 + 6 + 38 = 93

(i) 45 + 19 = 64

(j) 63 + 28 = 91

(k) 77 + 5 = 82

(l) 39 + 27 = 66

(m) 49 + 36 = 85

(n) 45 + 37 = 82

(o) 46 + 18 + 28 = 92

(p) 39 + 6 + 29 = 74

Ex. 27 + 35 + 12 + 16

27 + 35 = 62

Tens	Ones	Tens	Ones

12 + 16 = 28

Tens	Ones	Tens	Ones

62 + 28 = 90

Tens	Ones	Tens	Ones

Activity Solve, as in the previous example.

(a) 15 + 27 + 38 + 14

+	=	+	=
Tens Ones	Tens Ones	Tens Ones	Tens Ones
+		+	
+	= 94		
Tens Ones	Tens Ones		
+			

(b) 37 + 26 + 15 + 17

+	=	+	=
Tens Ones	Tens Ones	Tens Ones	Tens Ones
+		+	
+	= 95		
Tens Ones	Tens Ones		
+			

Answers

1 Draw Tens (sticks) and Ones (small squares) to represent each addend. Regroup the Ones and find the sum.

a. 56 + 28 = 84

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

b. 63 + 17 = 80

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

c. 49 + 25 = 74

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

d. 51 + 39 = 90

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

e 73 + 9 = 82

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

f 27 + 56 = 63

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

g 58 + 26 = 84

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+			=			=		

h 17 + 58 + 19 = 94

Tens	Ones		Tens	Ones		Tens	Ones
		+			+			=

Tens	Ones		Tens	Ones
		=		

2 Find the sum of each of the following:

① 37 + 58 = 95	② 23 + 47 = 70	③ 86 + 4 = 90	④ 3 + 65 = 68	⑤ 26 + 46 = 72
⑥ 39 + 55 = 94	⑦ 18 + 27 = 45	⑧ 23 + 9 = 32	⑨ 37 + 39 = 76	⑩ 79 + 9 = 88
⑪ 33 + 49 = 82	⑫ 44 + 34 = 78	⑬ 25 + 35 + 15 = 75	⑭ 26 + 29 + 24 = 79	⑮ 33 + 49 = 82

⑯ 56 + 29 = 85

⑰ 36 + 38 = 74

⑱ 27 + 68 = 95

⑲ 7 + 56 = 63

⑳ 38 + 57 = 95

㉑ 46 + 29 = 75

㉒ 49 + 26 = 75

㉓ 5 + 67 = 72

㉔ 16 + 75 = 91

㉕ 60 + 13 = 73

㉖ 64 + 9 = 73

㉗ 24 + 58 = 82

㉘ 9 + 44 = 53

㉙ 53 + 39 = 92

㉚ 52 + 39 = 91

㉛ 72 + 19 = 91

㉜ 23 + 58 = 81

㉝ 29 + 49 = 78

㉞ 75 + 5 = 80

㉟ 48 + 34 = 82

㊱ 82 + 8 = 90

㊲ 69 + 9 = 78

㊳ 18 + 46 + 17 = 81

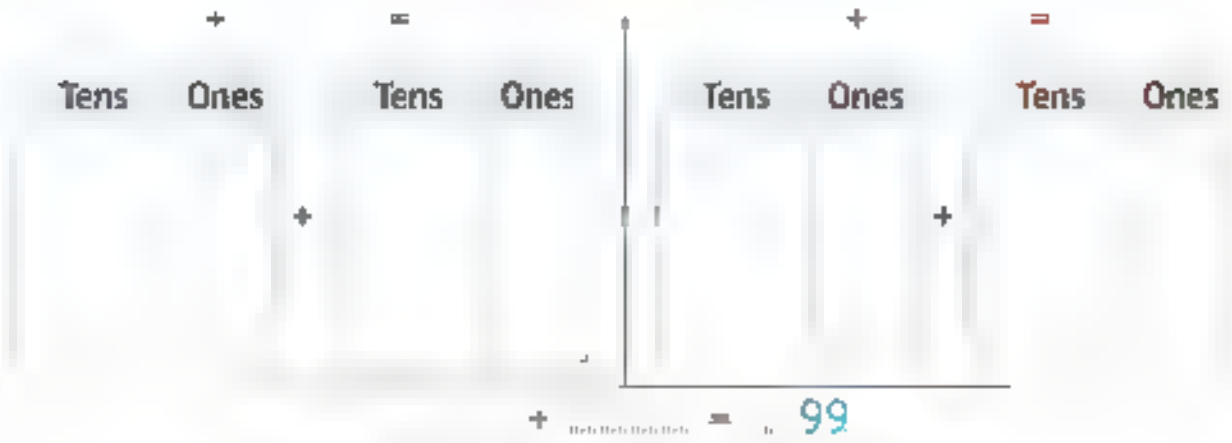
㊴ 13 + 63 + 18 = 94

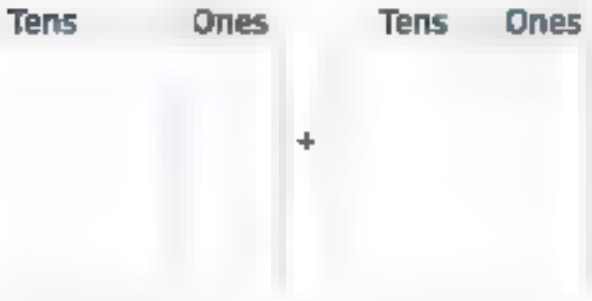
㊵ 45 + 25 + 9 = 79

㊶ 67 + 12 + 8 = 87

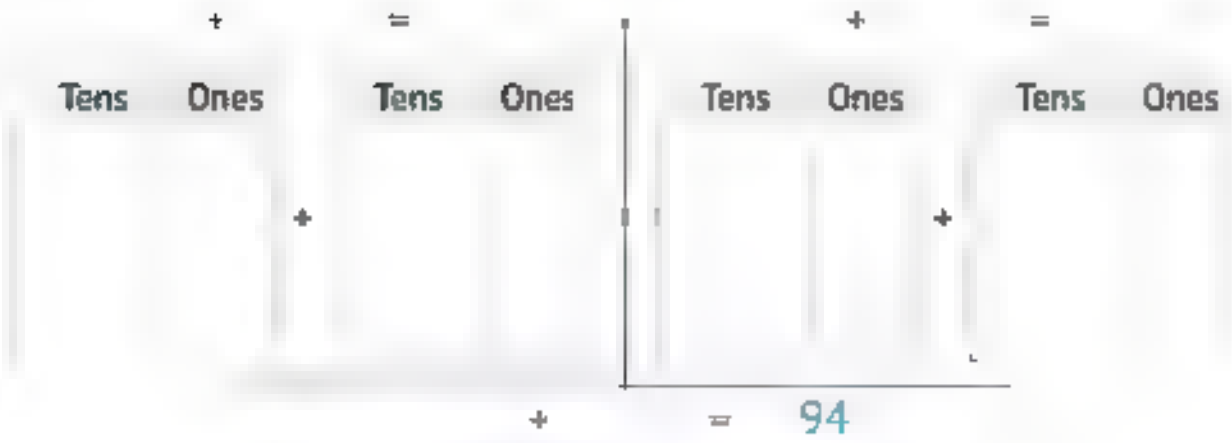
3 Add to find the result.

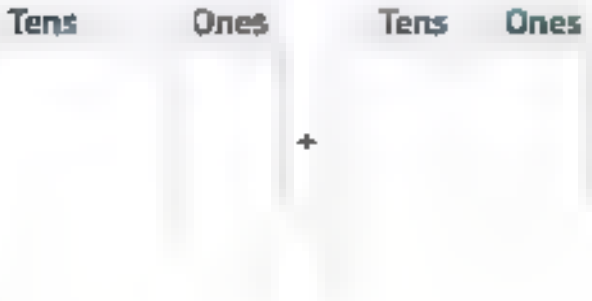
ⓐ 45 + 18 + 17 + 19





ⓑ 26 + 24 + 35 + 9





c $19 + 17 + 25 + 16$

Tens	Ones	+	Tens	Ones	=	Tens	Ones
		+					
		+					
		=				7	7

Tens	Ones	Tens	Ones
		+	

d $8 + 18 + 17 + 29$

Tens	Ones	+	Tens	Ones	=	Tens	Ones
		+					
		+					
		=				7	2

Tens	Ones	Tens	Ones
		+	

Accumulative Assessment 13

Chapter 4

Choose the correct answer:

a Nine hundred sixty = 960 (960 or 690 or 906)

b The value of the digit 8 in 819 is 800 (8 or 80 or 800)

c 800 + 9 + 60 = 869 (896 or 869 or 698)

d 5 Hundreds + 2 Ones = 502 (502 or 520 or 205)

e The smallest 3 digit number is 100 (100 or 102 or 111)

Complete the following.

a The place value of the digit 7 in 276 is tens

b 783 = 700 + 80 + 3

c 9 Ones + 6 Tens + 8 Hundreds = 869

d The smallest number formed from the digits 6, 8 and 0 is 608

e 695 , 696 , 697 , 698 , 699 , 700

Answer the following

a Find the result:

1 15 + 38 = 53

2 (15 + 28) + (19 + 37) = 43 + 56 = 99

3 28 + 45 = 73

4 (17 + 13) + (26 + 28) = 30 + 54 = 84

b Complete using (<, = or >)

1 107 < 701

2 Two hundred sixteen < 260

3 203 > 2 + 0 + 3

4 4 Hundreds + 8 Tens = 400 + 80

c Match:

1 5 Hundreds + 1 Tens + 7 Ones • • 400 + 56 a

2 6 Ones + 5 Tens + 4 Hundreds • • 270 + 4 b

3 200 + 70 + 4 • • 500 + 17 c

Assessment on Chapter 4

First: Find the result.

a 49 − 7 = 42

b 65 + 9 = 74

c 63 + 8 = 71

d 20 − 4 = 16

Second: Complete the following.

a 17 + 5 = 5 + 17 = 22

b 23 + 6 = 6 + 23 = 29

c 5 + 4 = 4 + 5 = 9

Third: Answer the following.

a Use the 120 Chart to estimate:

1) 63 + 17 → + ☐ = 80

2) 45 + 22 → + ☐ = 70

3) 89 − 75 → − ☐ = 10

4) 61 − 28 → − ☐ = 30

b Wafaa collected 47 red flowers and Rana collected 32 white flowers. Find the difference between them.

The difference = 47 − 32 = 15 flowers

c Youssef has 75 pounds and his mother gave him 12 pounds. What is the total amount of money with Youssef?

The total amount = 75 + 12 = 87 pounds

Chapter 5

1–4 2-dimensional Shapes

Outcomes.

- Participating in Calendar Math Activities.
- Identifying and naming two-dimensional shapes.
- Describing the attributes of two-dimensional shapes.
- Identifying shapes that have specified attributes.
- Sorting two-dimensional shapes based on attributes.
- Identifying and drawing two-dimensional shapes based on given attributes.
- Describing and identifying two-dimensional shapes by their attributes.
- Arranging two-dimensional shapes to create a picture.

8–10 3-dimensional Shapes

Outcomes

- Participating in Calendar Math Activities.
- Identifying and naming three-dimensional shapes.
- Identifying and counting attributes of three-dimensional shapes.
- Identifying three-dimensional shapes based on attributes.
- Sorting three-dimensional shapes based on attributes.
- Building three-dimensional shapes.
- Describing the attributes of three-dimensional shapes.

5–7 Measuring the Length in Centimeters; Estimating the Length; Measuring the Side Length of a Geometric Shape

Outcomes.

- Participating in Calendar Math Activities.
- Measuring the lengths of objects in centimeters.
- Describing strategies to accurately measure the lengths of objects.
- Explaining the relationship between centimeters and meters.
- Measuring objects to the nearest centimeter.
- Estimating lengths of objects to benchmark lengths of 1, 10, 50, and 100 centimeters.
- Estimating and confirming the length of an object.
- Measuring the sides of two-dimensional shapes.

Lessons 2-dimensional Shapes

الأشكال الهندسية ثنائية الأبعاد

1-4

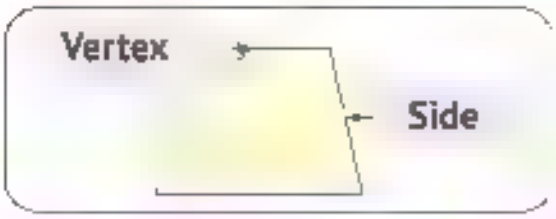
Note!

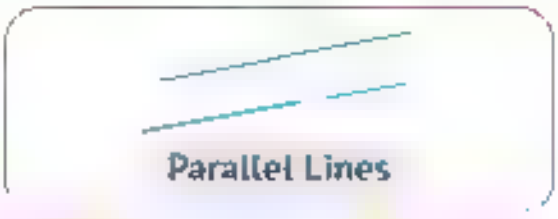
- Two-dimensional shapes are **closed flat shapes**.
- الأشكال ثنائية الأبعاد هي أشكال مُسطحة مغلقة.
- Two-dimensional shapes are formed from **line segments** (sides).
- تتكون الأشكال ثنائية الأبعاد من قطع مستقيمة (أضلاع).
- **Vertex:** is the point where each two sides meet.
- الرأس هو النقطة التي يلتقي فيها كل ضلعين.
- Two-dimensional shapes are named according to **the number of sides they have:**
- تسمى الأشكال ثنائية الأبعاد وفقا لعدد الأضلاع.

3 Sides ⟶ Triangle 4 Sides ⟶ Quadrilateral

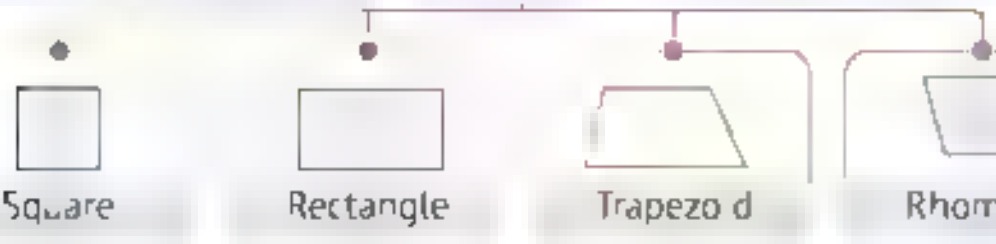
5 Sides ⟶ Pentagon 6 Sides ⟶ Hexagon

- **Parallel lines** are lines that do not intersect, even if they are extended like a railway
- المستقيمات المتوازية هي خطوط لا تتقاطع حتى لو كانت ممتدة، مثل السكك الحديدية

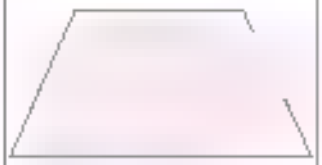




0 Sides	3 Sides	4 Sides	5 Sides	6 Sides
Circle	Triangle	Quadrilateral	Pentagon	Hexagon

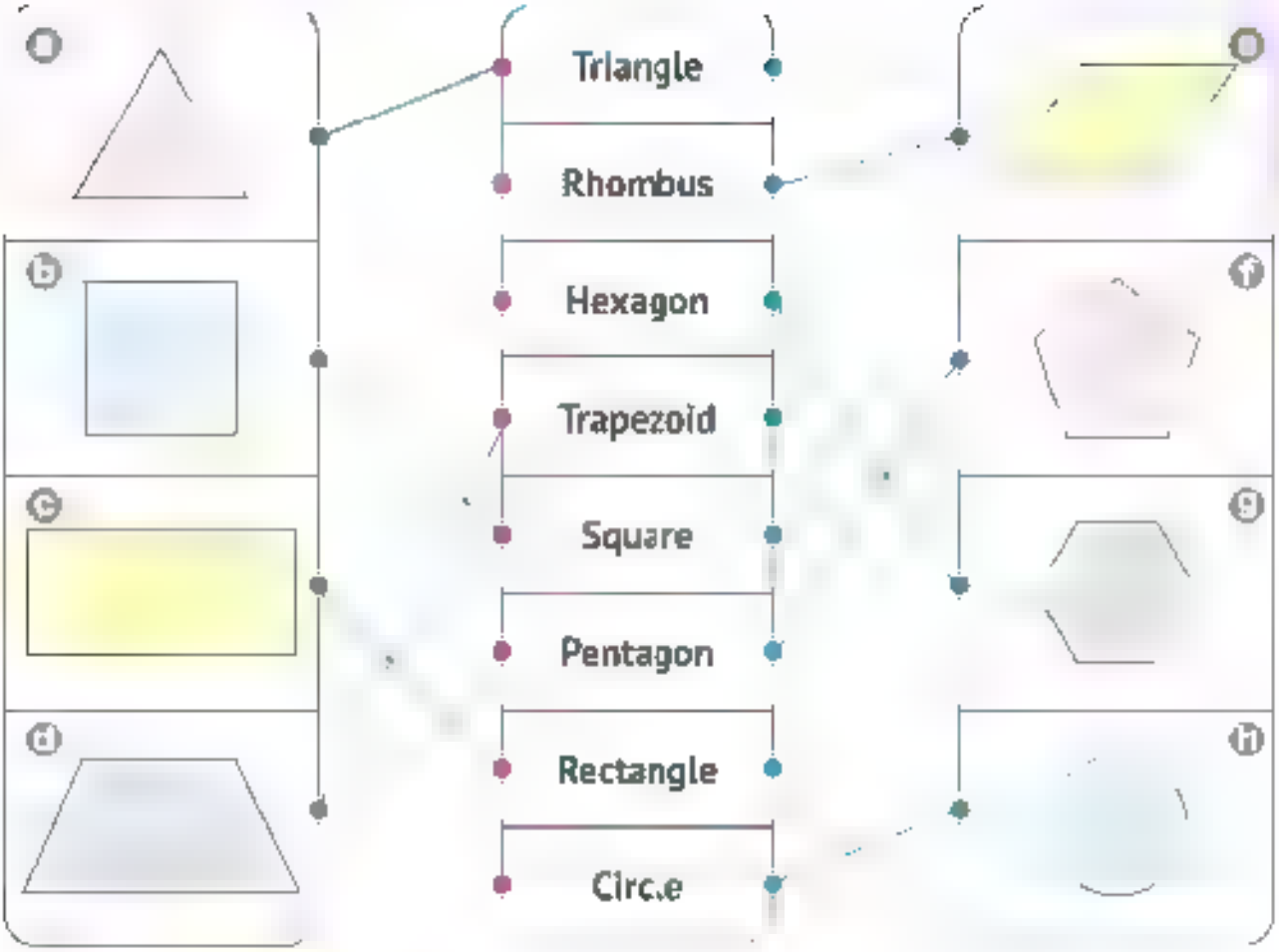


Attributes of Two-dimensional Shapes

	Shape	Name	Attributes	
			Sides	Vertices
		Triangle	3	3
Quadrilaterals		Square	4 equal	4
		Rectangle	4 (2 short, 2 long)	4
		Trapezoid	4 (2 parallel, 2 not parallel)	4
		Rhombus	4 equal	4
		Pentagon	5	5
		Hexagon	6	6
		Circle	0	0

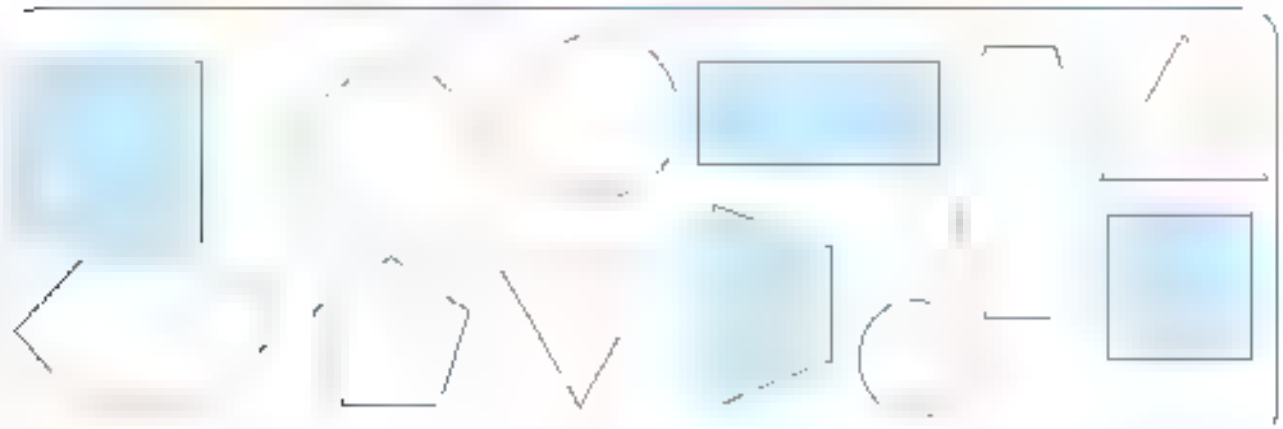
Activity 1

Match each shape to its name.



Activity 2

Color the quadrilateral shapes (4 sides).



Activity 1 Complete the following sentences:

a The triangle has 3 sides. b The hexagon has 6 sides.

c The square has 4 vertices. d The pentagon has 5 vertices.

Activity 2 Draw:

a Draw a shape with 4 sides.

b Draw a shape with 3 vertices

c Draw a shape with 0 sides.

d Draw a shape with 5 vertices

Activity 3 Who am I? (Draw the shape, then write its name)

a I am a shape with 4 equal sides.

square

b I am a shape with 4 sides (2 long sides and 2 short sides).

rectangle

c I am a shape with 5 sides.

pentagon

d I am a shape with 6 sides.

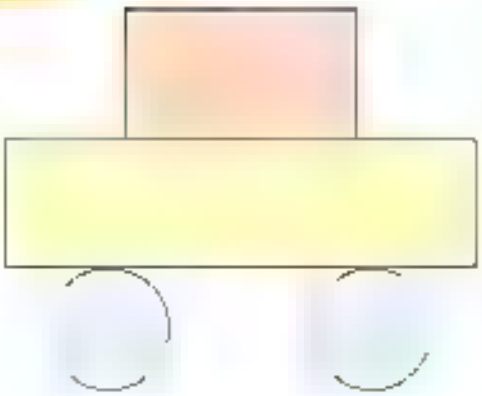
hexagon

Activity 1

Use the following shapes to form.

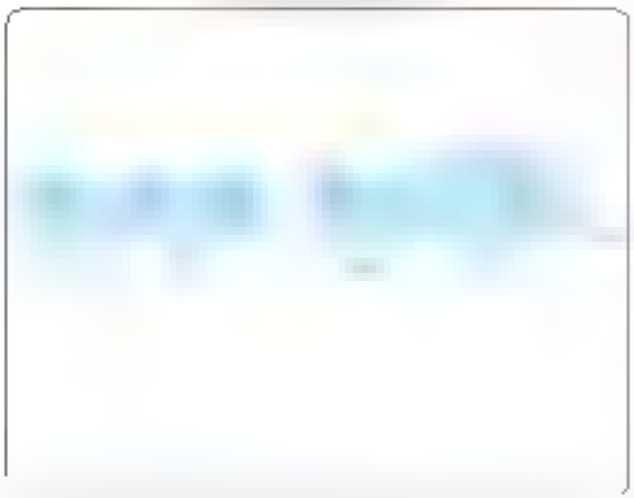
A car

Ex.

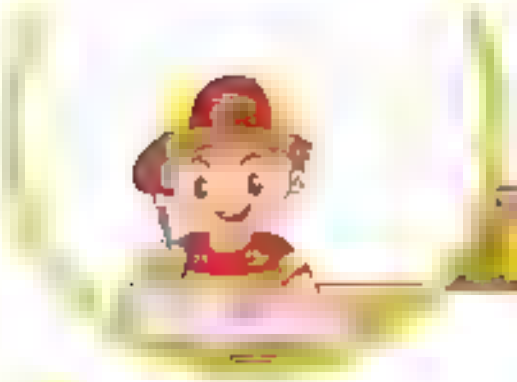


A house

A train



A clown



HOME ACTIVITIES

1 **Complete the following table:**

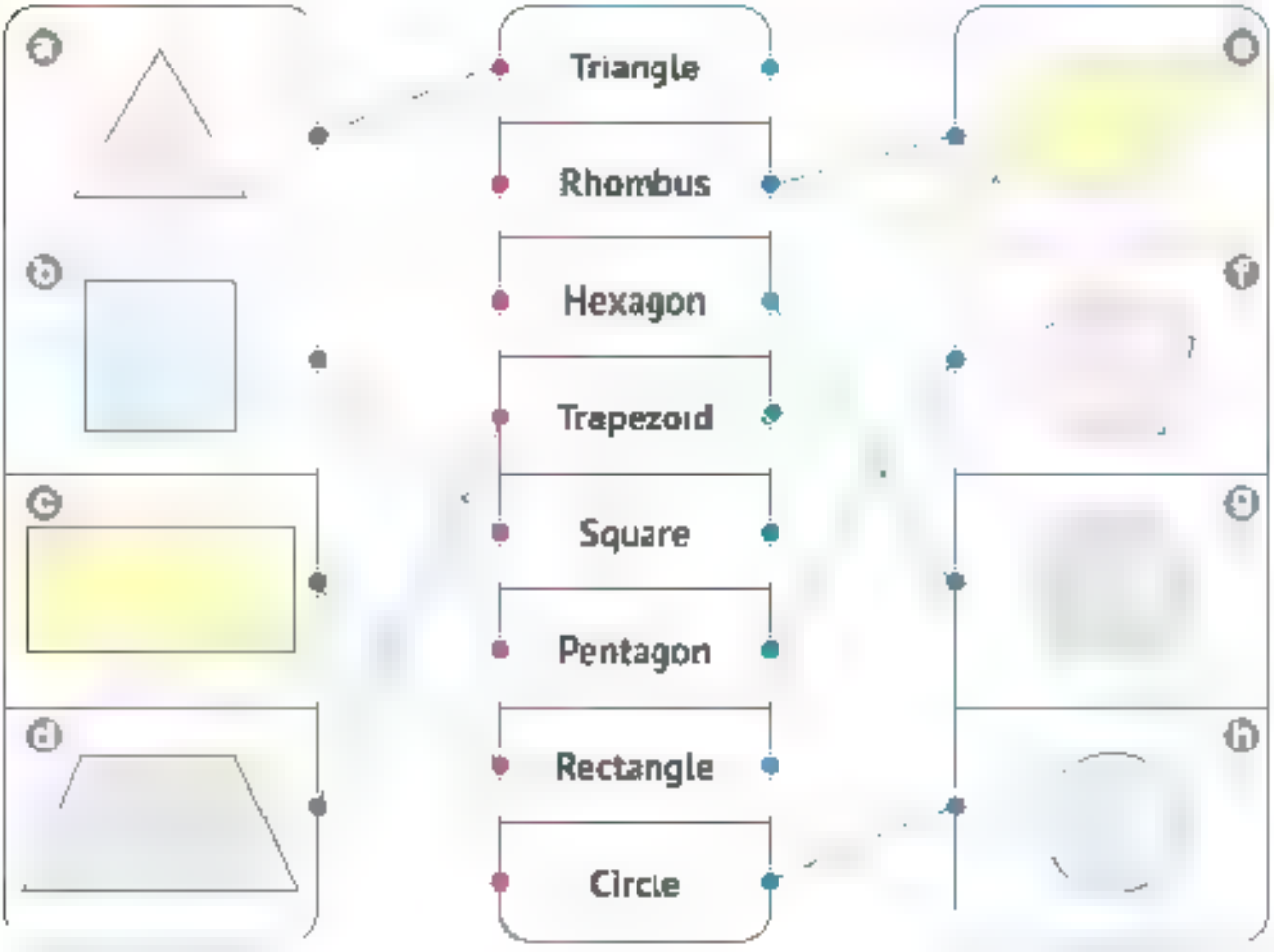
Shape	Name	Attributes	
		Sides	Vertices
Quadrilaterals			
		(long, short)	
	.....	(parallel, not parallel)	

2 Write the name of each shape

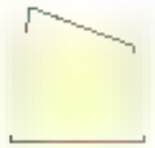
a Rhombus b Triangle c Pentagon d Square

e Circle f Trapezoid g Hexagon h Rectangle

3 Match each shape to its name.



4 Write the number of sides of each shape.



a 4

b 3

c 5

d 6

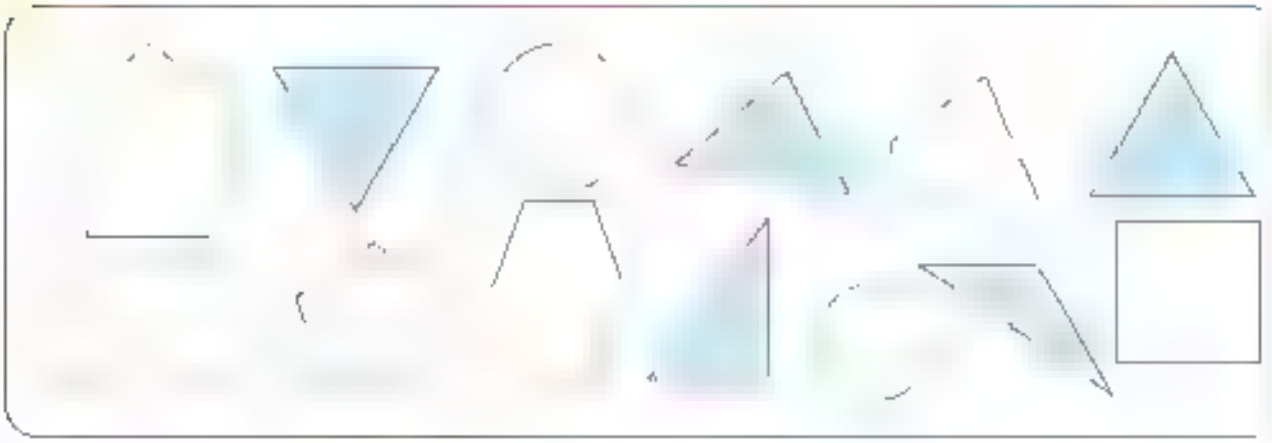
e 8

f 4

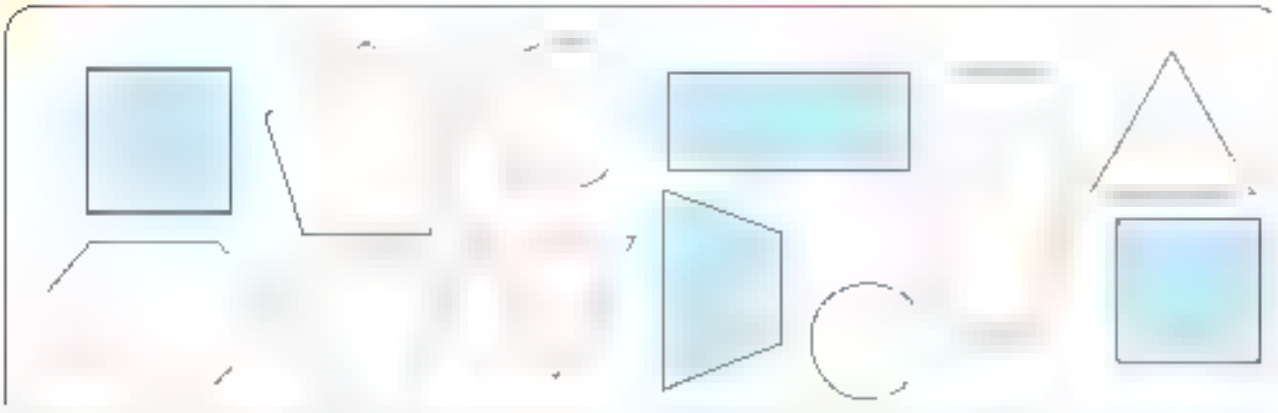
g 3

h 7

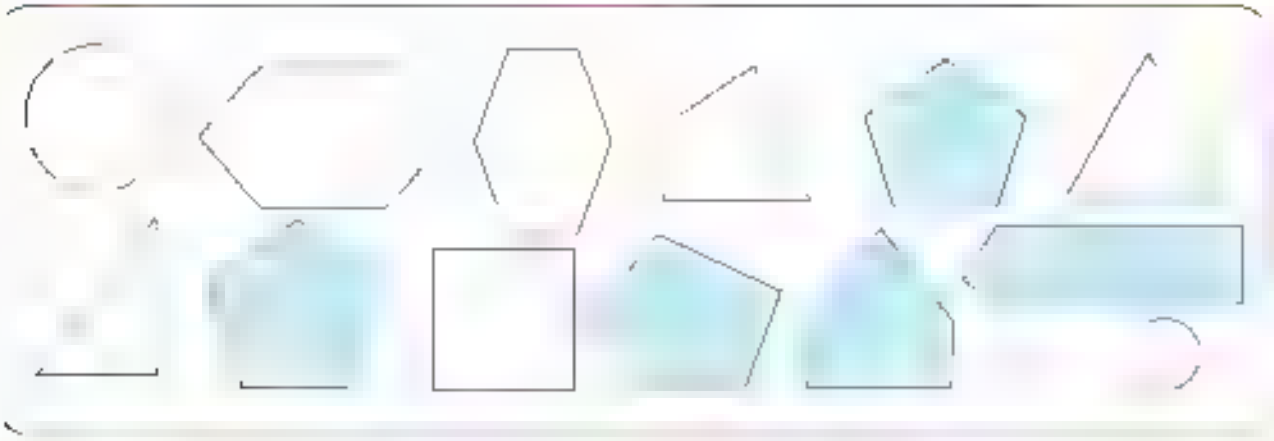
5 Color the triangles (3 sides).



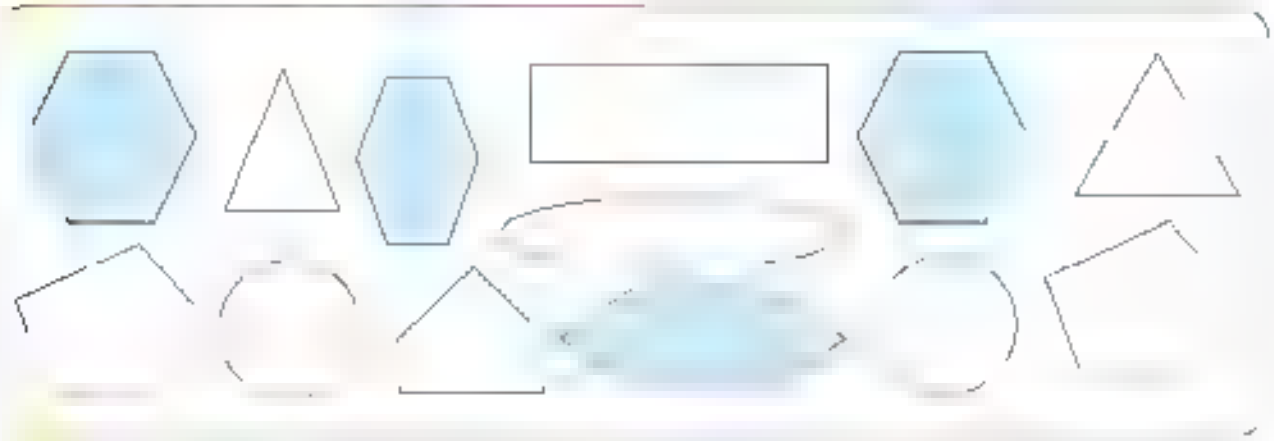
6 Color the quadrilateral shapes (4 sides).



7 Color the pentagons (5 sides).



8 Color the hexagons (6 sides):



9 Complete the following sentences:

a) The triangle has 3 sides and 3 vertices.

b) Square and rhombus are quadrilaterals with 4 equal sides.

c) The rectangle has 4 sides, 2 of them are long and 2 are short.

d) The trapezoid has 4 sides, 2 sides are parallel and 2 are not parallel.

e) The pentagon has 5 sides and 5 vertices.

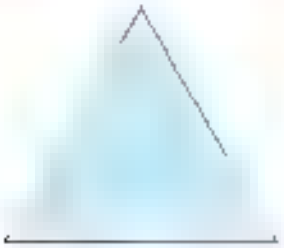
f) The hexagon has 6 sides.

g) The circle has no sides.

h) All sides of the square are equal in length

10 Draw.

a Draw a shape with 3 sides.

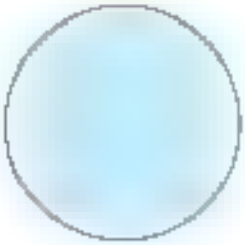


b Draw a shape with 3 vertices

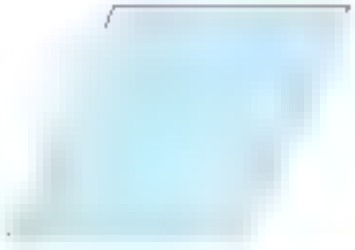
c Draw a shape with 4 sides.

d Draw a shape with 5 vertices

e Draw a shape with 0 sides.

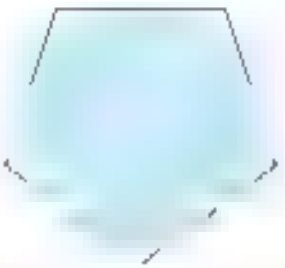


f Draw a shape with 4 vertices



g Draw a shape with 6 sides.

h Draw a shape with 5 sides



11 Who am I? (Draw the shape, and write its name)

ⓐ I am a shape with 4 equal sides.

Square

ⓑ am a shape with no sides.

circle

ⓒ I am a shape with 4 sides, I am not a square or a rectangle

Rhombus

ⓓ am a shape with 5 sides.

Pentagon

ⓔ I am a shape with 6 sides.

Hexagon

ⓕ am a shape with 4 sides (2 long sides and 2 short sides).

Rectangle

12 Use the following shapes to form.

A house

A car

A bird

A dog

Accumulative Assessment

14 up to Lesson 4

Choose the correct answer:

a The triangle has 3 sides. (3 or 4 or 5)

b The rectangle has 4 sides (3 or 4 or 5)

c The value of the digit 7 in 317 is 7 (7 or 70 or 700)

d 80 + 9 + 600 = 689 (896 or 869 or 689)

e 300 Ones = 30 Tens (3 or 30 or 300)

Complete the following:

a The Pentagon has 5 sides and 5 vertices.

b 7 Ones + 4 Hundreds + 3 Tens = 437

c The hexagon has 6 sides and the circle has no sides.

d The **smallest** 3-different-digit number is 102

e Square and rectangle are quadrilateral shapes with 4 sides each.

Answer the following.

a **Complete using (<, = or >)**

1 785 > 758 2 The **smallest** 3 digit number < 102

3 799 < 80 Tens 4 200 + 70 + 8 = 278

b **Arrange the following numbers in an ascending order**

70 770 , 7 77 , 700

7 , 70 , 77 , 700 770

c **Write the name of each shape:**

1 Circle 2 Trapezoid 3 Hexagon 4 Triangle

Lesson 5

Lessons

Measuring the Length in Centimeters - Estimating the Length – Measuring the Side Length of a Geometric Shape

قياس الأطوال بالسنتيمتر تقدير الأطوال قياس طول ضلع شكل الهندسي

The length of an object is how many units of length it is equivalent to.

طول الجسم هو عدد وحدات الطول التي تساويه

Centimeter

It's used to measure the lengths of small objects such as: pencils, books, erasers, etc.

Meter

It is used to measure the lengths of tall objects and buildings such as: whiteboards, buses, buildings, etc.

A ruler is a measurement tool that is used to measure the lengths of small objects. To use a ruler to measure the length of an object, as a key:

- Line up one end of the key with the zero mark on the ruler
- Find the centimeter mark on the ruler that is at the other end of the key

5 centimeters

Or 5 cm

Measuring lengths		قياس الاطوال	Meter	متر	
Centimeter	سنتمتر	Ruler	مسطره	Estimating	تقدير

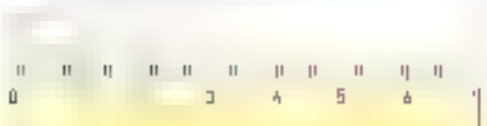
5-7

Activity 1

Use the ruler to measure the length of each object in centimeters.

a)

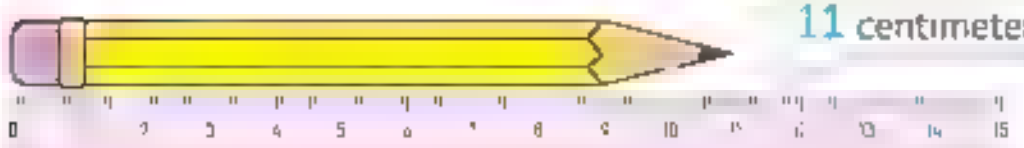
8 centimeters

b) 

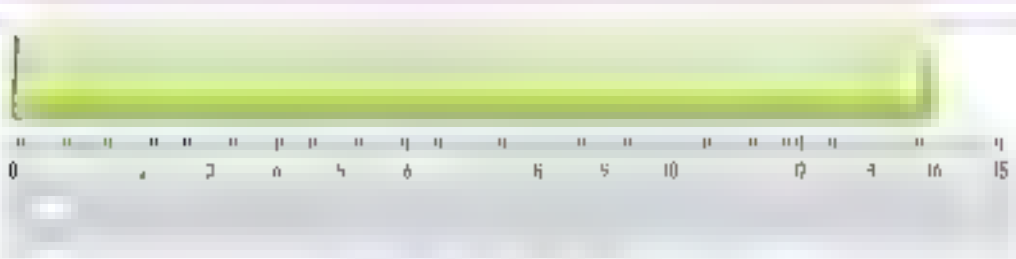
3 cent meters

c)

5 centimeters

d) 

11 centimeters

e) 

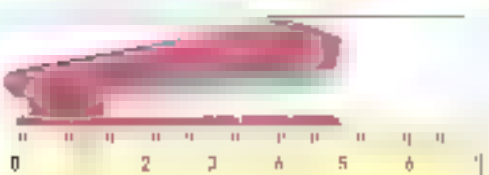
14 centimeters

f)

2 centimeters

g)

4 cent meters

h) 

5 centimeters

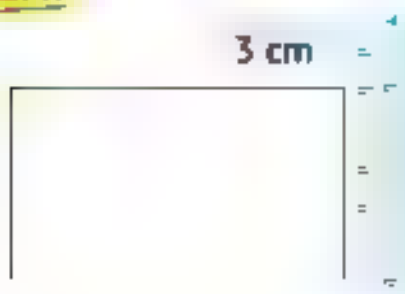
i)

7 centimeters

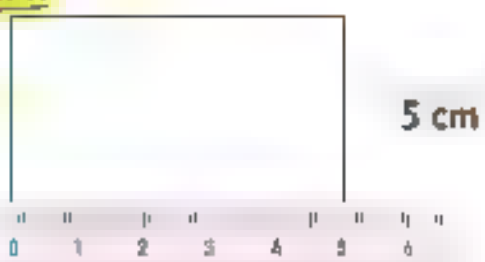
Activity

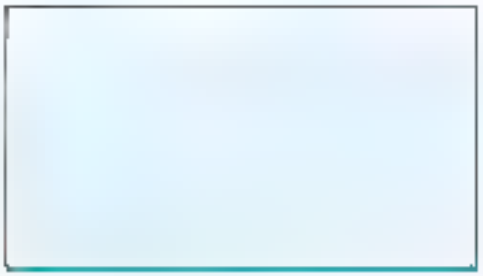
Measure the colored side length using your ruler

Ex.

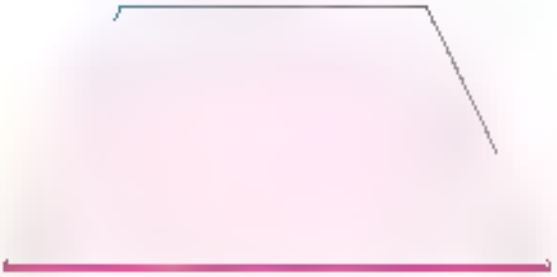


Ex.

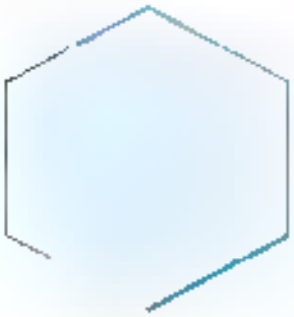


a 

6 cm

b 

7 cm

c 

2 cm

d

4 cm

e

3 cm

f

4 cm

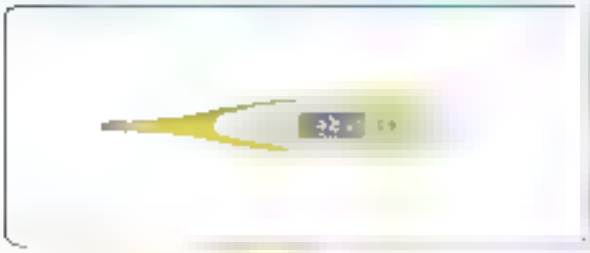
Estimating Lengths

Notes!

The mobile is about 15 cm.

The car is about 2 m

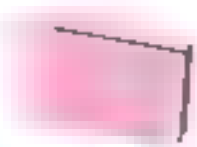
The temperature thermometer is about 10 cm



The school is about 15 m.

Activity 1

Choose the appropriate unit to measure the length of each of the following.

a 

(Meter - Centimeter)

b

(Meter - Centimeter)

c

(Meter - Centimeter)

d

(Meter - Centimeter)

Activity 2

Choose the appropriate estimate for the length of:

a Candle = 12 cm (12 cm or 8 m or 5 m)

b House = 20m (20 cm or 20 m or 2 m)

c Lamp = 15cm (15 cm or 15 m or 2 m)

d Board = 3m (30 m or 30 cm or 3 m)

HOME ACTIVITIES

1 Use the ruler to measure the length of each object.

a.

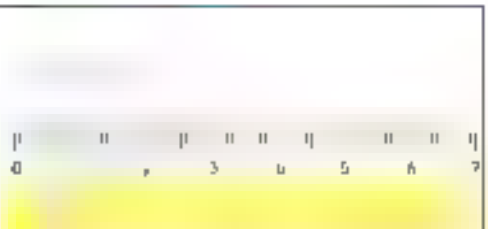
7 centimeters

b.

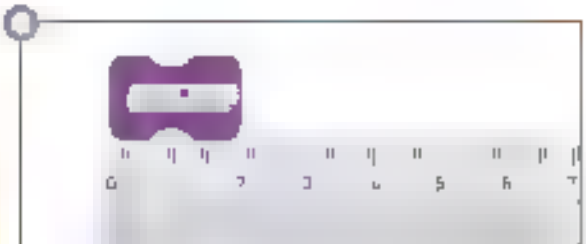
4 centimeters

c.

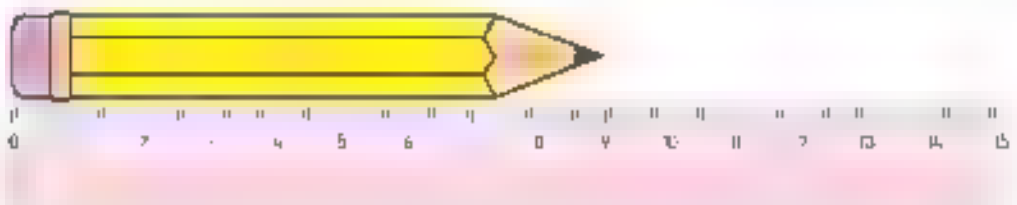
5 centimeters

d. 

3 cent meters

e. 

2 cent meters

f. 

9 centimeters

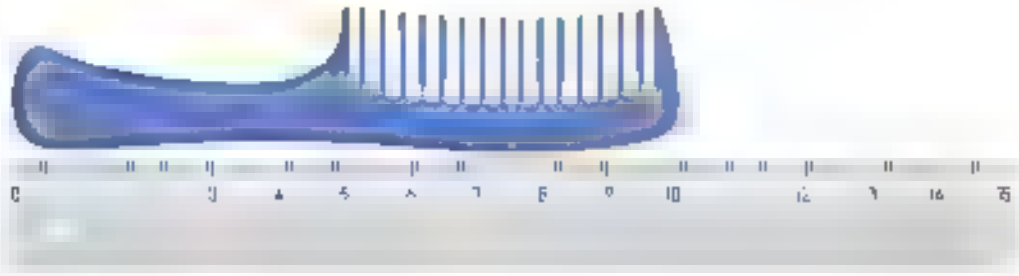
g

6 centimeters

h

9 centimeters

i

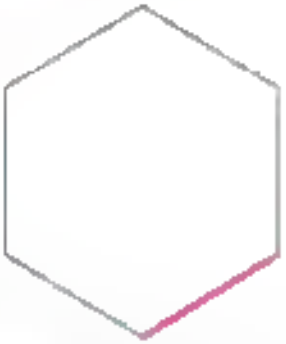


10 centimeters

2 **Measure the colored side length using your ruler.**

a 5 cm

b 4 cm



c 2 cm

d 4 cm

e 5 cm

f 5 cm

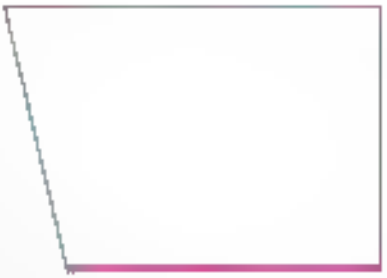
g 4 cm

h 5 cm

i 3 cm

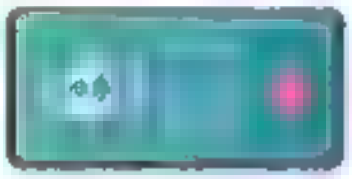
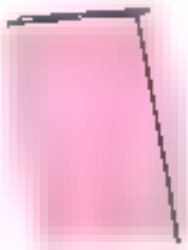
j 3 cm

k 5 cm



l 4 cm

3 **Choose the suitable length est mate.**

Object	Length Estimate	
a	8 cm	80 cm
	18 cm	38 cm
b	2 cm	12 cm
	30 cm	50 cm
c 	5 cm	15 cm
	50 cm	80 cm
d	30 cm	20 cm
	10 cm	4 cm
e 	2 cm	25 cm
	50 cm	100 cm

Accumulative Assessment 15 up to Lesson 7

Choose the correct answer:

a The square has 4 sides. (3 or 4 or 5)

b 569 comes just before 570 (579 or 560 or 570)

c The value of the digit 0 in 710 is 0 (0 or 10 or 100)

d 5 Hundreds + 5 Ones = 505 (555 or 505 or 550)

e 5 Hundreds = 500 Tens. (5 or 50 or 500)

Complete the following

a The Circle has no sides and no vertices.

b The greatest 3 different digit number is 987

c 41 + 41 = 82

d 91 – 23 = 68

e The rectangle has 4 sides, 2 sides of them are long and 2 sides of them are short

Answer the following

a Find the result:

1	2	3	4
47 + 9 = 56	29 + 38 = 67	62 – 11 = 51	89 – 46 = 43

b Arrange the following numbers in a descending order

909 , 90 , 900 , 990 , 99

990 , 909 , 900 , 99 , 90

c Use your ruler to measure the colored side length:

1 3 cm 2 2 cm 3 4 cm

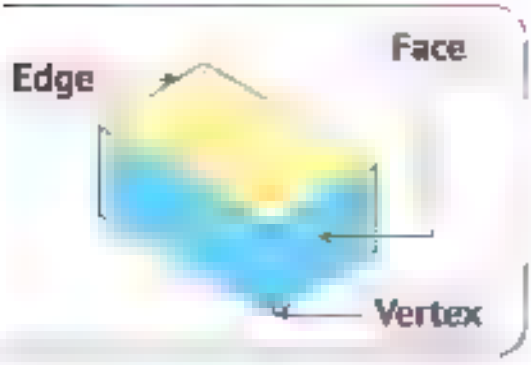
Lessons 3-dimensional Shapes

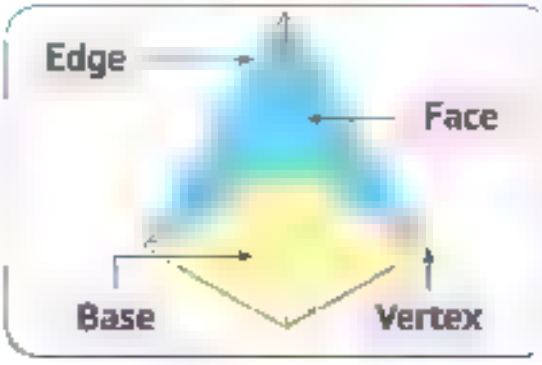
الأشكال ثلاثية الأبعاد

8-10

Notes:

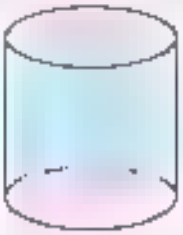
- Three-dimensional shapes are **not flat shapes (solids)**
  - **الأشكال ثلاثية الأبعاد** ليست أشكالا مسطحه
- The **face** is a flat side.
  - **الوجه** هو جانب مُسطح.
- The **edge** is where two faces meet
  - **الحرف** هو حيث يلتقي وجهان
- The **vertex** is the corner where edges meet.
  - **الرأس** هو الزاوية التي تلتقي فيها الحواف
  - **القاعدة**: الوجه السفلي



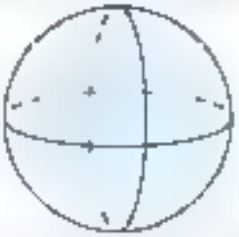


Square-based Pyramid

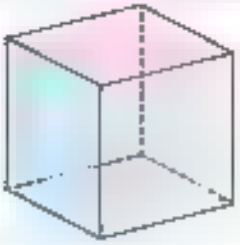
Cylinder



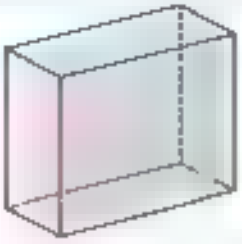
Sphere



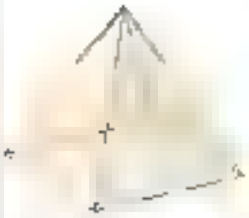
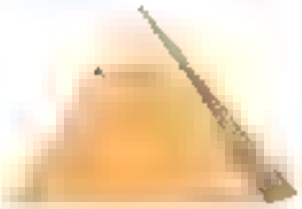
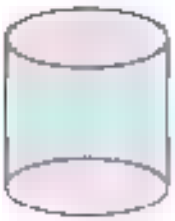
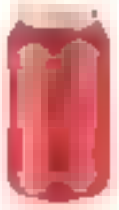
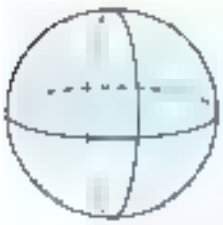
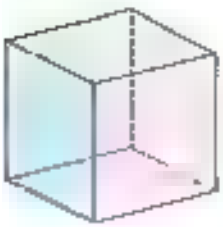
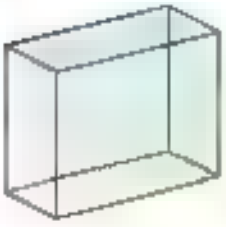
Cube



Rectangular Prism (Cuboid)

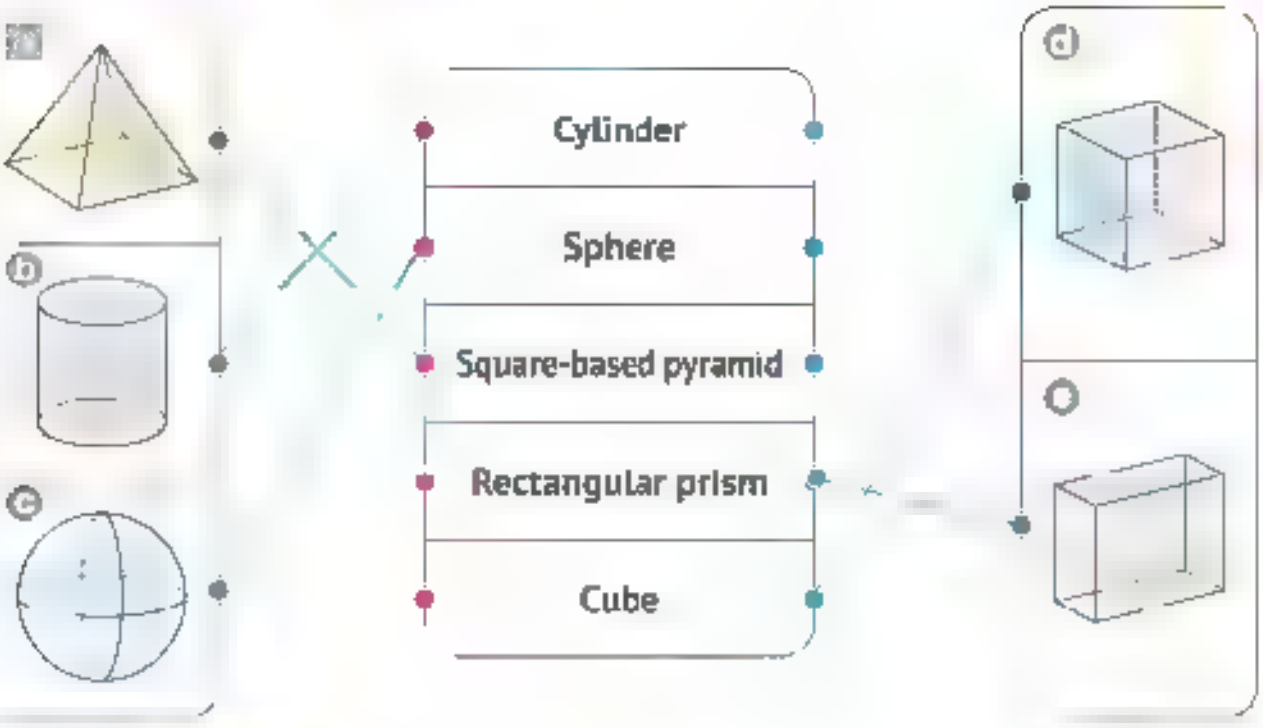


Attributes of Three-dimensional Shapes

Name	Shape (Solid)	Faces	Edges	Vertices
Square-based Pyramid	 	5 1 Squared face 4 Triangular faces	8	5
Cylinder	 	2 Circular faces	0	0
Sphere		0	0	0
Cube		6 Squared faces	12	8
Rectangular Prism		6 Rectangular faces	12	8

Activity 1

Match each shape to its name



Activity 2

Complete the following sentences:

a The cube has 6 faces and the shape of each face is a square

b The number of vertices of a cube is 8

c The number of edges of a cube is 12

d The rectangular prism has 12 edges, 8 vertices and 6 faces, each face is a rectangle

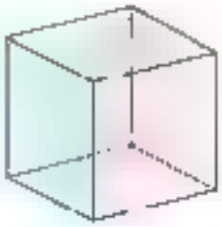
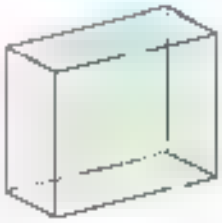
e The square based pyramid has 8 edges, 5 vertices and 5 faces, 1 face is a square and 4 faces are triangles.

f The sphere has no edges, no vertices, and no faces.

g The Cylinder has no edges, no vertices, and 2 circular faces.

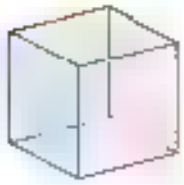
Activity

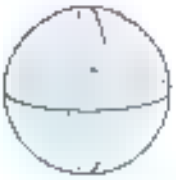
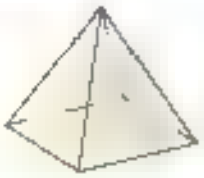
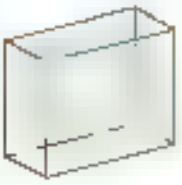
Complete the following table:

Name	Shape (Solid)	Faces	Edges	Vertices
		Squared face Triangular faces	8	5
		Circular faces	0	0
			0	0
		Squared faces	12	8
		Rectangular faces	12	8

HOME ACTIVITIES

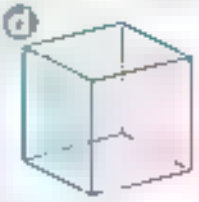
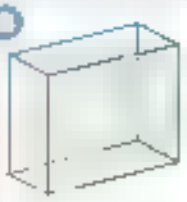
1 Write the name of each shape and repeat it.



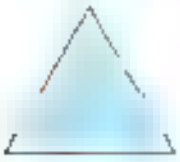
a Cube b Cylinder c Sphere d Square based pyramid e Rectangular prism

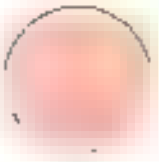
2 Match each solid to its name

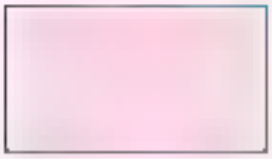
Cylinder Sphere Square-based pyramid Rectangular prism Cube

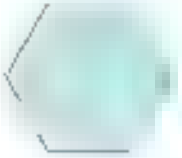
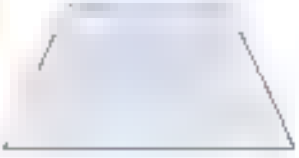
3 Write the name of each shape:





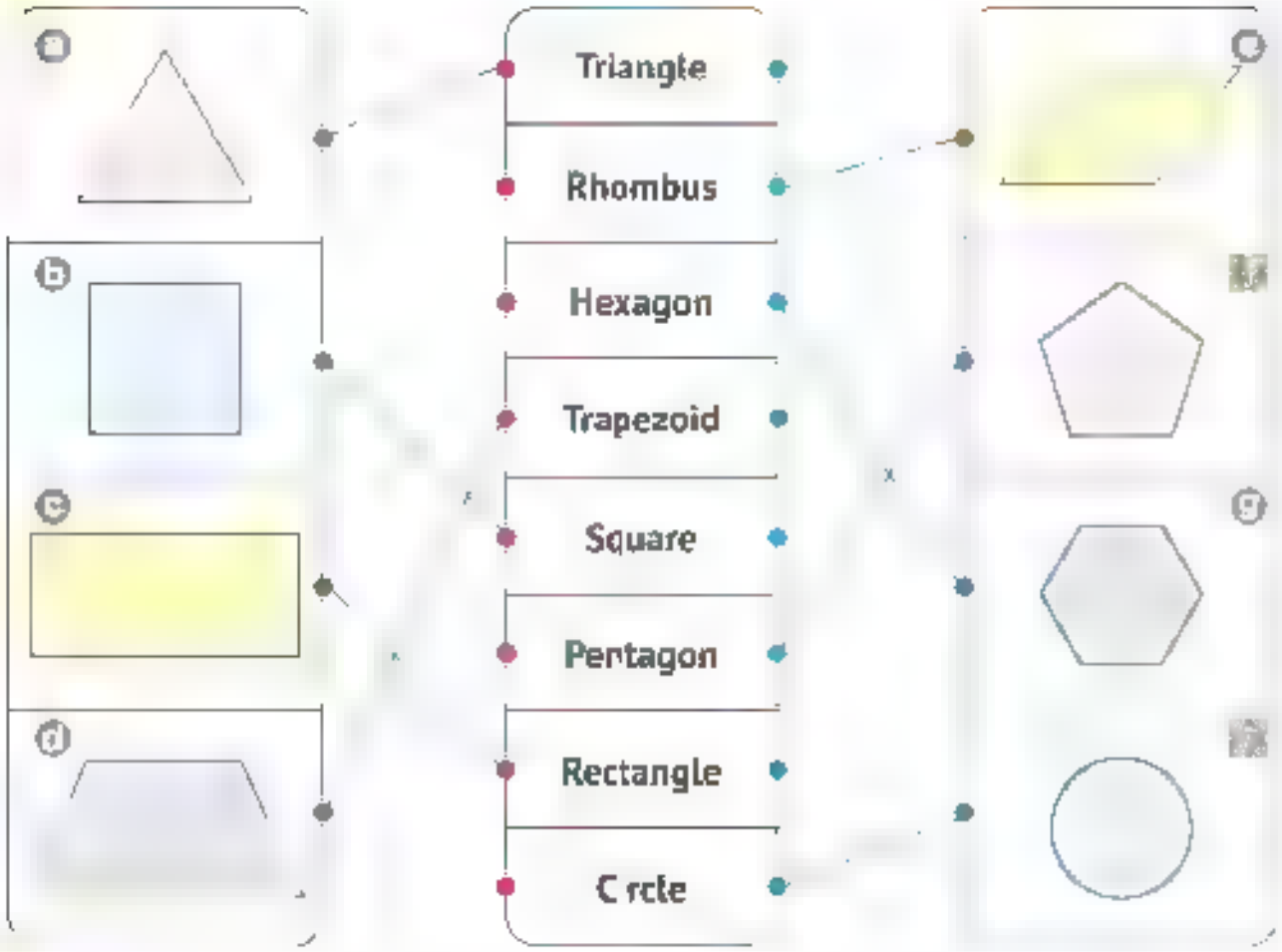
a Triangle b Pentagon c Circle d Square



e Rectangle f Rhombus g Hexagon h Trapezoid

4 Match each shape to its name.



5 Complete the following sentences:

a The cube has 6 faces and the shape of each face is a square

b The number of vertices of a cube is 8

c The number of edges of a cube is 12

d The rectangular prism has 12 edges, 8 vertices and 6 faces, each face is a rectangle

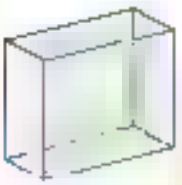
e The square based pyramid has 8 edges, 5 vertices and 5 faces 1 face is a square and 4 faces are triangles

f The sphere has no edges no vertices and no faces.

g The cylinder has no edges, no vertices, and 2 circular faces

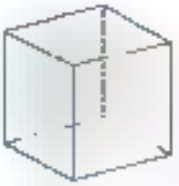
6 Complete the following sentences

(a) The opposite solid is called a rectangular prism



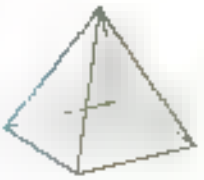
It has 12 edges, 8 vertices and 6 faces, and the shape of each face is a rectangle

(b) The opposite solid is called a cube



It has 12 edges, 8 vertices and 6 faces, and the shape of each face is a square

(c) The opposite solid is called a square-based pyramid



It has 8 edges, 5 vertices and 5 faces.

(d) The opposite solid is called a cylinder

It has 0 edges, 0 vertices and 2 circular faces.

Accumulative Assessment 16 up to Lesson 10

Choose the correct answer:

a The number of edges of a cube is 12 (6 or 8 or 12)

b The hexagon has 6 sides. (5 or 6 or 0)

c The **place value** of the digit 4 in 248 is Tens

(Hundreds or Tens or Ones)

d 5 Hundreds + 7 Tens = 570 (507 or 570 or 577)

e The smallest 3-digit number is 100

(100 or 999 or 102)

Complete the following.

a Five hundred fifty (in digits) = 550

b The number that comes right after 289 is 290

c 12 – 7 = 10 – 5

d 4 + 3 = 3 + 3 + 1

e The sphere has no edges, no vertices and no faces.

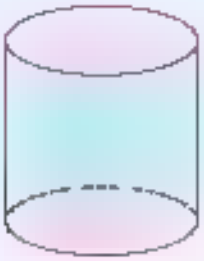
Answer the following

Arrange the following numbers in a descending order

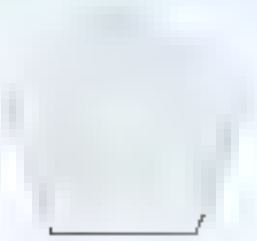
204 , 420 , 240 , 402 , 224

420 402 240 , 224 , 204

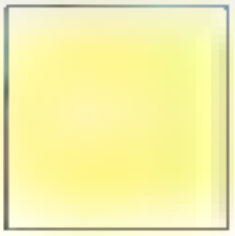
5 Write the name of each shape



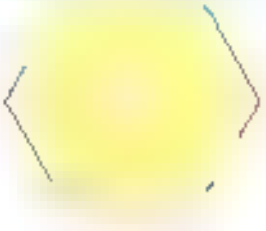
1 Cylinder



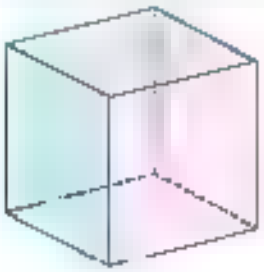
2 Pentagon



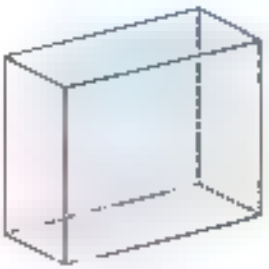
3 Square



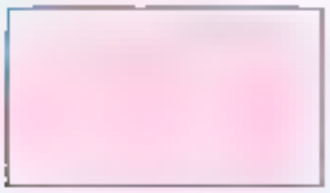
4 Hexagon



5 Cube



6 Rectangular prism



7 Rectangle

Assessment on Chapter 5

Choose the correct answer:

a The shape of the faces of a cube is ____. (△ or ○ or □)

b The unit of measuring the length of a pen is centimeter
(meter or centimeter or millimeter)

c The number of faces of a pyramid ____ the number of sides of a rhombus
(< or = or >)

d The 2-dimensional shape that has 5 sides and 5 vertices is called
a pentagon (rhombus or pentagon or square)

Use your ruler to measure the length of

a

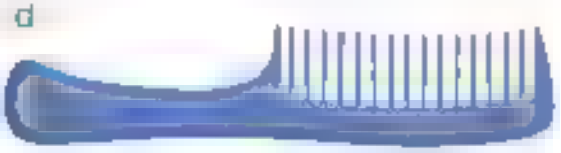
Length = 4 cm

b

Length = 2 cm

c

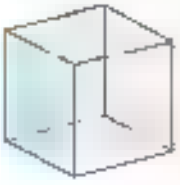
Length = 7 cm

d 

Length = 7 cm

Write the name of each shape:

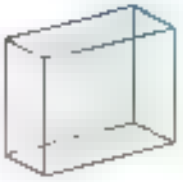
a] Cylinder



[b Cube

[c] Square-based pyramid

d Sphere



[e Rectangular prism

Complete the following table

Shape	Name	Number of Sides	Number of Vertices

Chapter 6

Chapter Lessons

Lessons 1&2 Measuring Mass Units of Measuring Mass

Outcomes:

- Participating in Calendar Math Activities.
- Comparing grams and kilograms.
- Selecting appropriate units to measure the masses of objects.
- Investigating the masses of various items
- Matching items to mass in grams or kilograms

Lessons 3&4 Applications on Measuring Mass

Outcomes:

- Participating in Calendar Math Activities.
- Solving addition story problems with 1- and 2-digit numbers.
- Solving story problems involving mass.
- Solving addition and subtraction story problems
- Creating a story problem involving adding or subtracting units of mass

Lessons 5&6 Time "A.M or P.M" – Creating an Analog Clock

Outcomes

- Participating in Calendar Math Activities
- Explaining that a day equals 24 hours.
- Distinguishing between a.m and p.m
- Creating an analog clock
- Telling time (Hours).
- Telling time (Half Hours)

Lessons 7–10 Reading Time with Halves – Applications on Time – Reading Time in Minutes

Outcomes:

- Participating in Calendar Math Activities.
- Showing time to a half hour on an analog clock.
- Reading time to the hour and half hour.
- Writing time to the hour and half hour
- Matching digital times to analog times.
- Reading time to a quarter hour.
- Writing time to a quarter hour.
- Matching analog times to the quarter hours to their digital and written forms.

Lessons 1&2

قياس الكتلة – وحدات قياس الكتلة

Balance

It is a tool for measuring mass and there are many types of balances

The bird is lighter than the cat.

The dog is heavier than the shoes.

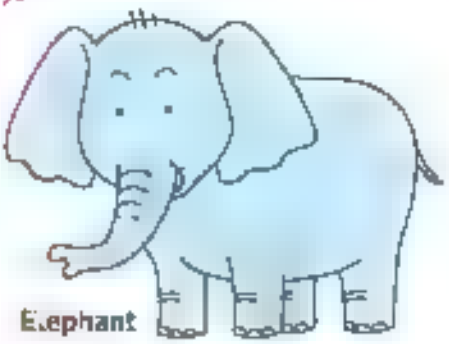
Activity

Look at the following pictures and answer using (lighter) or (heavier):

Bird

Rabbit

Dog



Elephant

a. The bird is lighter than the rabbit.

b. The dog is lighter than the elephant.

c. The rabbit is heavier than the bird.

d. The elephant is heavier than the dog.

Mass	كتلة	Gram	جرام	Kilogram	كيلوجرام
Tool	أداة	Unit	وحدة	Light	خفيف
Lighter than	أخف من	Heavy	ثقيل	Heavier than	أثقل من

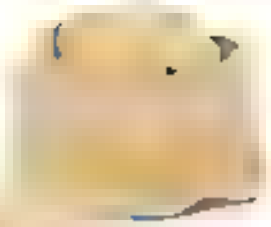
Chapter 6

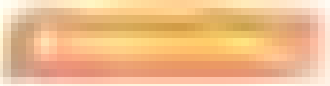
About
5 grams.
Or 5 gm.

It is used to measure small masses.

يستخدم لقياس كتلة الأشياء الصغيرة.

About
5 kilograms.
Or 5 kg





It is used to measure large masses

يستخدم لقياس كتلة الأشياء الكبيرة.

Activity

Decide which would be the best unit of measurement for weighing each object. Circle your answer.

a

(Grams (gm)), Kilograms (kg)

b

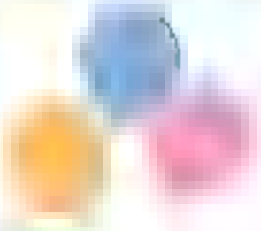
(Grams (gm)), Kilograms (kg)

c

(Grams (gm)), Kilograms (kg)

d

(Grams (gm)), Kilograms (kg)

e 

(Grams (gm)), Kilograms (kg)

f

(Grams (gm)), Kilograms (kg)

g

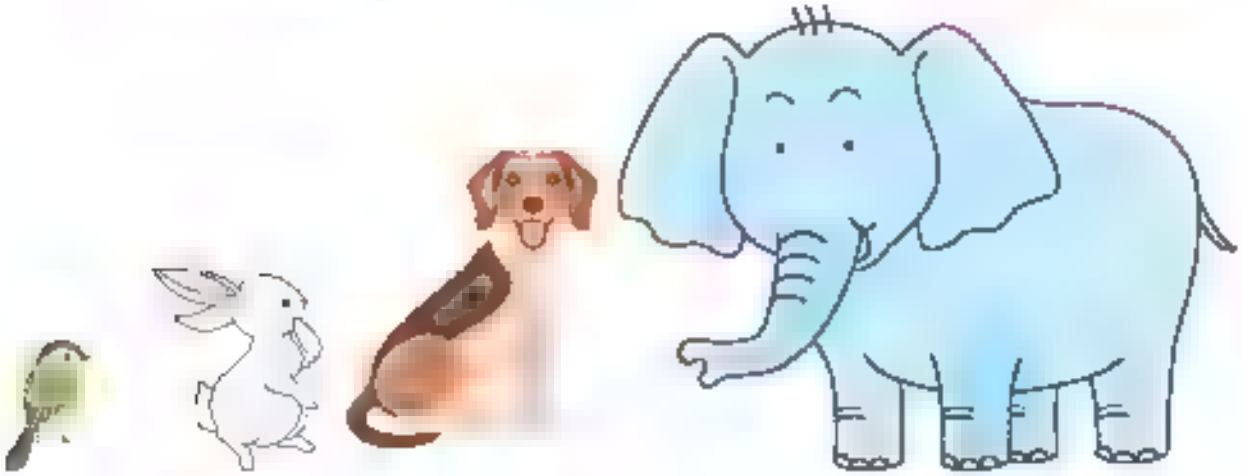
(Grams (gm)), Kilograms (kg)

h

(Grams (gm)), Kilograms (kg)

HOME ACTIVITIES

1 Look at the following pictures and answer using (lighter) or (heavier)



Bird Rabbit Dog Elephant

a The bird is lighter than the rabbit.

b The bird is lighter than the dog.

c The bird is lighter than the elephant.

d The elephant is heavier than the bird.

e The elephant is heavier than the dog.

f The elephant is heavier than the rabbit.

g The dog is lighter than the elephant.

h The dog is heavier than the rabbit.

i The dog is heavier than the bird.

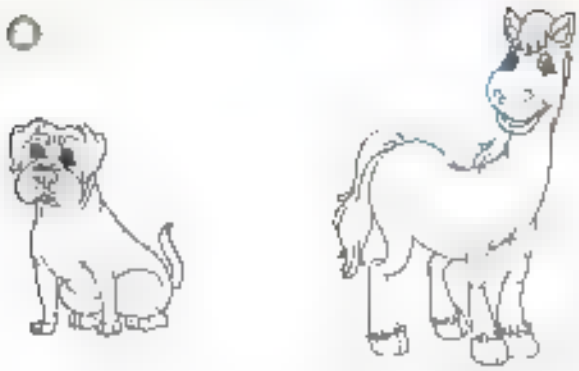
j The rabbit is lighter than the elephant.

k The rabbit is heavier than the bird.

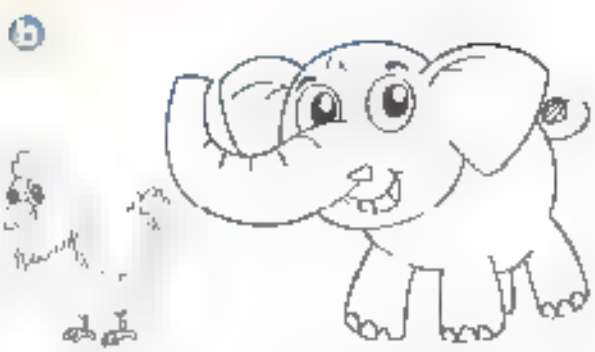
l The rabbit is lighter than the dog.

2 Color the heavier:

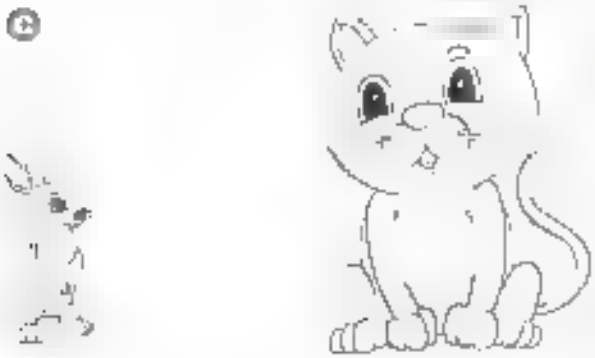
a



b



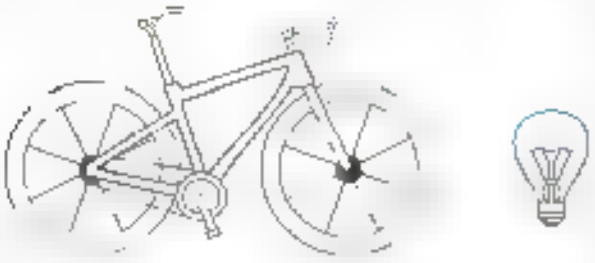
c



d

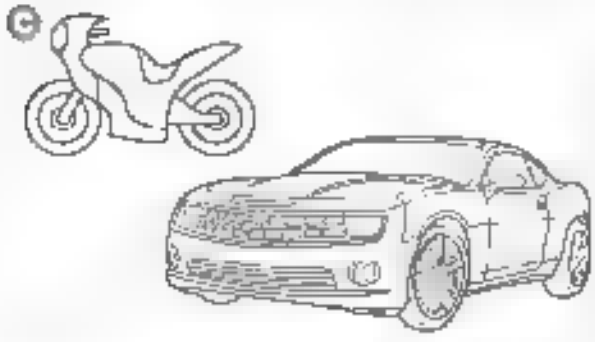
3 Color the lighter:

a

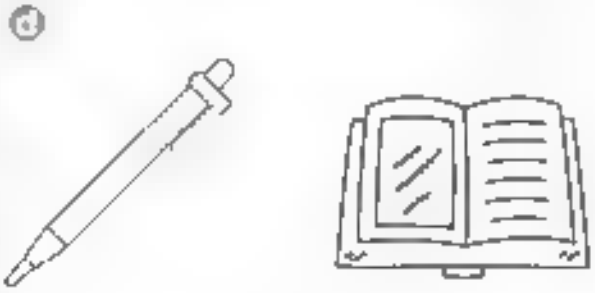


b

c



d



4 Decide which would be the best unit of measurement for weighing each object. Circle your answer:

a

Grams (gm)
Kilograms (kg)

b

Grams (gm)
Kilograms (kg)

c

Grams (gm)
Kilograms (kg)

d

Grams (gm)
Kilograms (kg)

e

Grams (gm)
Kilograms (kg)

f

Grams (gm)
Kilograms (kg)

g

Grams (gm)
Kilograms (kg)

h

Grams (gm)
Kilograms (kg)

i

Grams (gm)
Kilograms (kg)

j

Grams (gm)
Kilograms (kg)

k

Grams (gm)
Kilograms (kg)

l

Grams (gm)
Kilograms (kg)

m

Grams (gm)
Kilograms (kg)

n

Grams (gm)
Kilograms (kg)

o

Grams (gm)
Kilograms (kg)

p

Grams (gm)
Kilograms (kg)

Accumulative Assessment 17 up to Lesson 2

Choose the correct answer:

a The number of sides of a pentagon is 5 (4 or 5 or 6)

b The value of the digit 4 in 834 is 4 (4 or 40 or 400)

c The greatest 3-digit number is 999 (100 or 999 or 102)

d 70 Tens = 7 Hundreds (7 or 70 or 700)

e Nine hundred twelve = 912 (912 or 920 or 921)

Complete the following:

a 603 (in words): six hundred three

b The number that comes right before 600 is 599

c 9 Hundreds + 5 Tens + 7 Ones = 957

d The smallest number formed from 5, 4 and 3 is 345

e The name of the solid that has 2 circular faces is cylinder

Answer the following.

A Complete using (<, = or >).

1 405 < 504 2 Two hundred twenty < 212

3 800 = 80 Tens 4 70 + 500 + 8 < 758

B Arrange the following numbers in an ascending order.

756 , 592 , 216 , 890 , 654

• 216 , 592 , 654 , 756 , 890

C Use the pictures to answer with (lighter) or (heavier):

1

The bird is lighter than the cat.

2

The dog is heavier than the shoes

Lessons 3&4

تطبيقات على قياس الكتلة

- They must write gm or kg according to the problem after each solution

Activity

(a) Mona bought a chicken that weighed 3 kilograms and a duck that weighed 5 kilograms
What is the mass of the chicken and the duck together?

3 + 5 = 8 kg

(b) If the mass of Hani is 35 kilograms and the mass of Marwa is 24 kilograms.
What is the mass of Hani and Marwa together?

35 + 24 = 59 kg

(c) A baker has a bag of flour that has a mass of 90 kilograms. He used 30 kilograms of it to make bread
What is the mass of flour that the baker did not use?

90 − 30 = 60 kg

(d) Mohamed has 77 grams of sweets, of which he ate 23 grams
What is the mass of the remaining sweets?

77 − 23 = 54 kg

HOME ACTIVITIES

1 Marwa has a dog that weighs 15 kilograms, and a cat that weighs 7 kilograms.

How much do both of Marwa's pets weigh together?

15 + 7 = 22 kg

2 Fatima has a bicycle that weighs 18 kilograms.

Her brother has a tricycle that weighs 9 kilograms.

How much do the bikes weigh altogether?

18 + 9 = 27 kg

3 Reham has two toy balls, each weighing 48 grams.

How much do Reham's toy balls weigh all together?

48 + 48 = 96 kg

4 Jasmine used 25 grams of salt and 16 grams of pepper to make a pizza.

What is the total mass of pepper and salt used?

25 + 16 = 41 kg

5 Basma has two rabbits. One of them weighs 4 kilograms and the other rabbit weighs 3 kilograms.

Her brother has two rabbits. One of them weighs 5 kilograms and the other rabbit weighs 4 kilograms.

How many kilograms do all rabbits weigh?

4 + 3 + 5 + 4 = 16 kg

6 Yara bought a bag of flour that weighed 39 kilograms.
She made cookies and used 5 kilograms of flour.
How many grams of flour does Yara have left?

39 – 5 = 34 kg

7 The weight of Eman is 58 kilograms and the weight of Remas is 52 kilograms.
Find the difference between their weights.

58 – 52 = 6 kg

8 A grocer had 86 kilograms of sugar. He sold 56 kilograms of this sugar.
How many kilograms are left?

86 – 56 = 30 kg

9 Fares had a box of biscuits that weighed 89 grams.
He ate 27 grams of the biscuits.
How many grams of biscuits are left in the box?

89 – 27 = 62 kg

10 Nour needs 95 grams of butter to make a cake. If Nour has 83 grams of butter, how many grams does Nour need to make the cake?

95 – 83 = 12 gm

Accumulative Assessment 18 up to Lesson 4

Choose the correct answer:

a 700 + 8 + 40 = 748 (784 or 748 or 487)

b. 7 + 90 = 97 (9 or 16 or 90)

c The value of the digit 5 in 658 is 50 (5 or 50 or 500)

d The pentagon has 5 sides (4 or 5 or 6)

e 13 − 5 = 10 − 2 (10 or 8 or 5)

Complete the following:

a, The smallest 3-digit number is 100 .

b The number that comes just after 299 is 300

c 8 + 7 = 7 + 7 + 1

d The cube has 6 faces and 8 vertices

e) 8 + 7 = 15

Answer the following:

a Arrange the following numbers in a descending order:

39 , 93 , 99 , 33 , 30

• 99 , 93 , 39 , 33 , 30

b Find the result

1) 52 + 25 = 77

2) 65 − 13 = 52

3) 48 + 26 = 74

4) 13 − 9 = 4

c Hussam is carrying a bag of 69 grams mass containing a pen of 15 grams mass and an eraser of 12 grams mass What is the mass of the bag with the tools? 69 + 15 + 12 = 96 gm

Lessons 5&6

الوقت صباحًا ومساءً – إنشاء ساعة حائط

Lesson

When the minutes hand (the long hand) points to 12 and the hours hand (the short hand) points to 3, we say: "3 o'clock."

Digital Clock الساعة الرقمية

When the number in the hours field is 3 and the number in the minutes field is 00, we say: "3 o'clock."

Activity

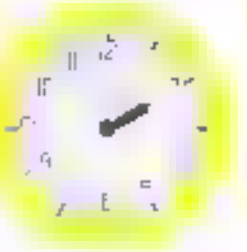
Write the time shown on the clock

a

It's 7 o'clock.

b

It's 9 o'clock.

c 

It's 2 o'clock.

d 6:00

It's 6 o'clock.

e 4:00

It's 4 o'clock.

f 3:00

It's 3 o'clock.

Activity

Show the time on the clock.

a

It's 7 o'clock.

b

It's 3 o'clock.

c

It's 10 o'clock.

d 10 : 00

It's 10 o'clock.

e 08 : 00

It's 8 o'clock.

f 11 : 00

It's 11 o'clock.

Lessons 5&6

a.m صباحًا

Half of the day in the morning time from 12 midnight until 12 noon

نصف اليوم من 12 منتصف الليل حتى 12 ظهرًا

Midnight منتصف الليل | Midday منتصف اليوم | Midnight منتصف الليل

00:00 | 12:00 | 24:00

a.m | p.m

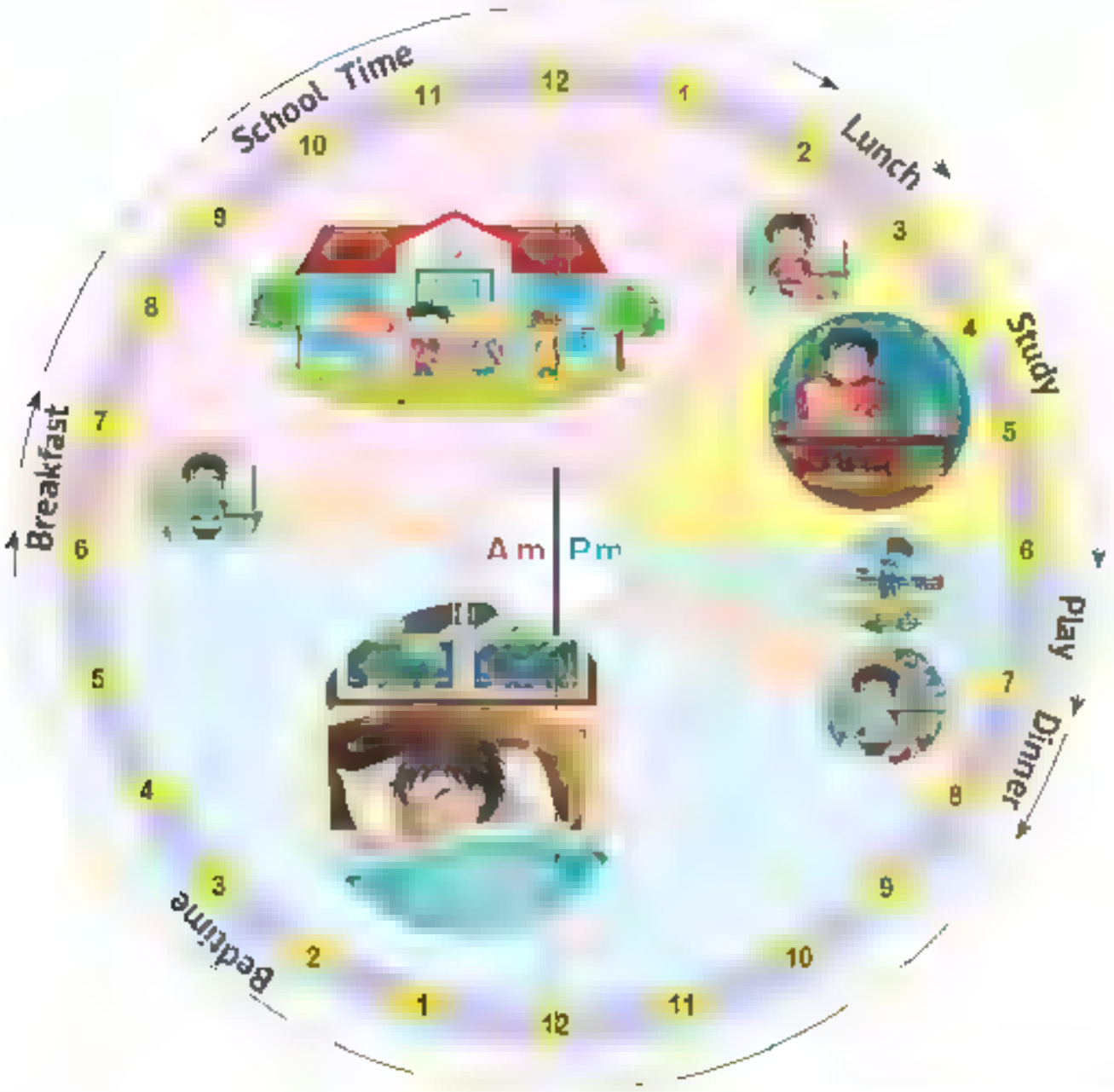
p.m مساءً

Half of the day in the afternoon and evening time from 12 noon until 12 midnight

نصف اليوم من 12 ظهرًا حتى 12 منتصف الليل

How do you spend your day?

A day – 24 hours



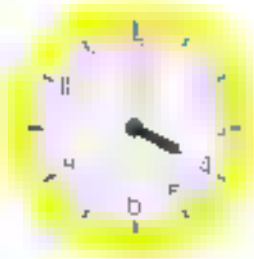
Activity 1

Decide whether the activity happens in the a.m or p.m Circle the answer.

a Eating breakfast

a.m or p.m

b Practicing basketball



a.m or p.m

c Going to art class

a.m or p.m

d Eating dinner

a.m or p.m

e Reading a bedtime story

a.m or p.m

f Arriving at school

a.m or p.m

g Riding home from school

a.m or p.m

h Sleeping

a.m or p.m

HOME ACTIVITIES

1 Write the time shown on the clock

a It's 7 o'clock.

b It's 9 o'clock

c It's 2 oclock

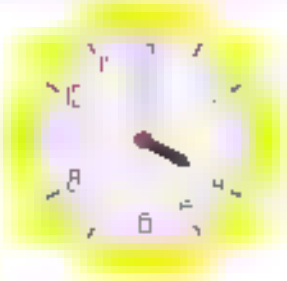
d It's 1 o'clock.

e It's 3 oclock.

f It's 5 oclock.

g It's 11 o'clock.

h It's 12 oclock



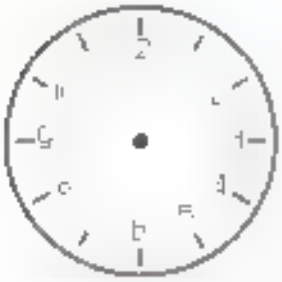
i It's 4 oclock.

j It's 6 oclock.

k It's 8 oclock.

l It's 10 oclock

2 Show the time on the clock.



a It's 1 o'clock.

b It's 3 o'clock.

c It's 5 o'clock.

d It's 7 o'clock.

e It's 9 o'clock.

f It's 11 o'clock.

g It's 2 o'clock.

h It's 4 o'clock.

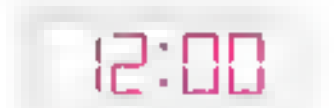
i It's 6 o'clock.

j It's 8 o'clock.

k It's 10 o'clock.

l It's 12 o'clock.

3 Write the time shown on the clock.



a Its 12 oc.ock.

b Its 2 oc.ock.

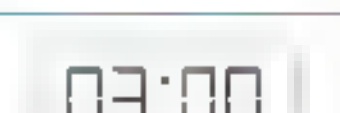
c Its 4 oclock.

d Its 6 oc.ock.

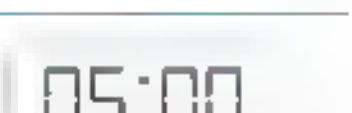
e Its 8 oc.ock.

f Its 10 oclock.

g Its 1 oc.ock.



h Its 3 oc.ock.



i Its 5 oclock.

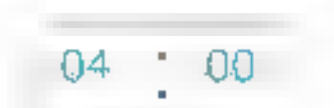
4 Show the time on the clock:

a Its 7 o'clock.

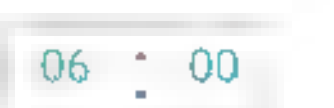
b Its 9 oclock.

c Its 11 oclock.

d It's 2 oclock

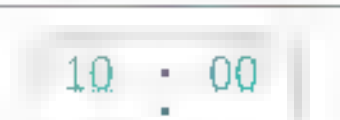


e Its 4 oclock

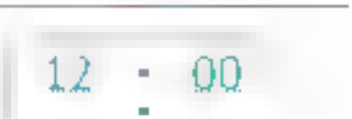


f Its 6 o'clock.

g Its 5 oclock.



h It's 10 oc.ock



i Its 12 oclock.

5 Decide whether the activity happens in the a.m or p.m. Circle the answer.

a. Eating breakfast

a.m or p.m

b. Practicing basketball

a.m or p.m

c. Going to art class

a.m or p.m

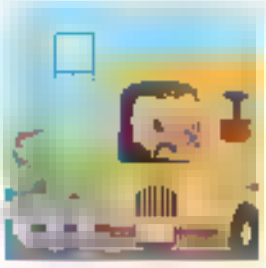
d. Eating dinner

a.m or p.m

e. Reading a bedtime story

a.m or p.m

f. Arriving at school



a.m or p.m

g. Riding home from school

a.m or p.m

h. Sleeping

a.m or p.m

Accumulative Assessment 19 up to Lesson 6

First Choose the correct answer:

a The smallest 3-digit number is 100 (100 or 999 or 102)

b 7 Ones + 5 Tens + 6 Hundreds = 657 (756 or 657 or 576)

c 799 < 80 Tens (< or = or >)

d The cube has 6 faces. (8 or 12 or 6)

e 95 − 35 = 60 (25 or 95 or 35)

Second Complete the following:

a The **place value** of the digit 9 in 309 is Ones

b Five hundred sixteen in digits = 516

c The number that comes right after 399 is 400

d The greatest number formed from 4, 6 and 0 is 640

e The triangle has 3 sides and 3 vertices

Third Answer the following

a Find the result:

1) 45 − 25 = 20 2) 70 − 6 = 64

3) 27 + 43 = 70 4) 65 + 8 = 73

b Write the time:

7 o'clock

1 o'clock

c Draw the hands of the clock

1

5 o'clock

2

9 o'clock

d Hoda has 38 LE, and Nada has 49 LE.

How much money do they have all together?

38 + 49 = 87 LE

Chapter 6

Lessons 7–10

الوقت بنصف الساعة والدقائق – وتطبيقات على الوقت

Lesson

1 Hour = 60 Minutes

Quarter of an hour

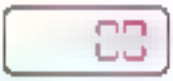
15 minutes

Half of an hour

30 minutes

3 quarters of an hour

45 minutes



o'clock

Telling time	قراءة الوقت	Hour	ساعة	Minute	دقيقة
Past	"و"	To	"إلا"		

When the minutes hand points to **12**
and the hours hand points to **4**,
we say: "**4 o'clock.**"

04:00

When the number in the minutes field is **00**
and the number in the hours field is **4**,
we say: "**4 o'clock.**"

When the minutes hand points to **3**
and the hours hand between **5** and **6** and close to **5**
we say: "**Quarter past 5.**"

05: 15

When the number in the minutes field is **15**
and the number in the hours field is **5**,
we say: "**Quarter past 5.**"

When the minutes hand points to **6**
and the hours hand between **9, 10**
we say: "**Half past 9.**"

09:30

When the number in the minutes field is **30**
and the number in the hours field is **9**,
we say: "**Half past 9.**"

When the minutes hand points to **9**
and the hours hand between **11** and **12** and close to **12**
we say: "**Quarter to 12.**"

11:45

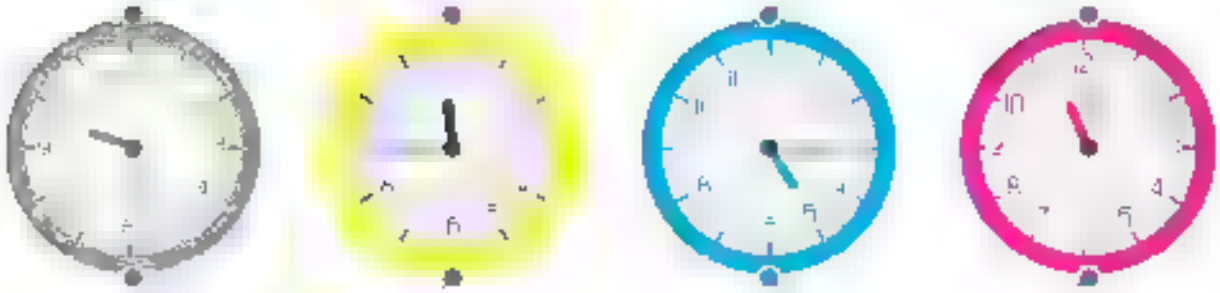
When the number in the minutes field is **45**
and the number in the hours field is **11**,
we say: "**Quarter to 12.**"

Chapter 6

Activity 1

Match:

11:45 09:30 11:00 05:15



Quarter to 12 | 11 oclock | Half past 9 | Quarter past 5

Activity 2

Complete:

a

04 : 00

It s 4 oclock.

b

01 : 30

It s half past 1.

7-10

c

11 : 45

It's quarter to 12

d

05 : 15

It's quarter past 5.

e

07 : 15

It's quarter past 7.

f

10 : 30

It's half past 10

g

07 : 45

It's quarter to 8

h

03 : 00

It's 3 o'clock.

i

05:00

It's 5 o'clock.

j

08: 15

It's quarter past 8.

k

04:30

It's half past 4.

l

06:45

It's quarter to 7

HOME ACTIVITIES

1 Match:

06: 15 •

11:30 •

01:00 •

07: 15 •

09:45 •

06:30 •

11:45 •

• 1 o'clock •

• Quarter past 6 •

• Half past 11 •

• Quarter to 10 •

• Quarter past 7 •

• Quarter to 12 •

• Half past 6 •

2 Write the time.

a)

04 : 00

It's 4 o'clock

b)

01 : 30

It's half past 1

c)

11 : 45

It's quarter to 12

d)

05 : 15

It's quarter past 5

e)

01 : 00

It's 1 o'clock.

f)

09 : 30

It's half past 9

g)

07 : 45

It's quarter to 8.

h)

06 : 15

It's quarter past 6.

i)

02 : 45

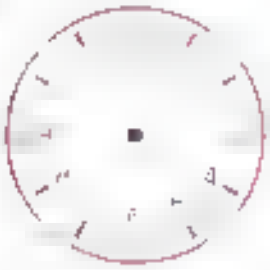
It's quarter to 3.

j)

08 : 15

It's quarter past 8.

3 Show the time on the clocks.

a 

07 : 00

It's 7 o'clock

b

06 : 30

It's half past 6.

c

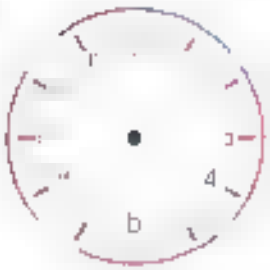
06 : 15

It's quarter past 6.

d

11 : 45

It's quarter to 12.

e 

11 : 30

It's half past 11.

f

09 : 30

It's half past 9

g

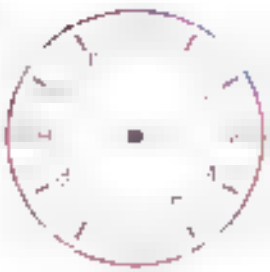
03 : 45

It's quarter to 4

h

12 : 00

It's 12 o'clock

i 

02 : 45

It's quarter to 3.

j

08 : 15

It's quarter past 8

4 Show and write the time

a)

3:00

It's 3 o'clock.

b)

1:45

It's quarter to 2

c)

5: 15

It's quarter past 5

d)

10:00

It's 10 o'clock.

e)

4:30

It's half past 4

f)

9:45

It's quarter to 10.

g)

8:45

It's quarter to 9.

h)

7:30

It's half past 7.

i)

12:00

It's 12 o'clock.

j)

4: 15

It's quarter past 4.

Accumulative Assessment 20 up to Lesson 10

Choose the correct answer:

a The greatest 3-digit number formed from the digits 3 and 4 is 443 (430 or 403 or 443)

b The number that comes just after 560 is 561 (561 or 660 or 570)

c 8 Hundreds = 80 Tens (800 or 80 or 8)

d The value of the digit 3 in 439 is 30 (300 or 30 or 3)

e The number has 0 vertices. (0 or 1 or 8)

Complete the following:

a The number that comes just before 500 is 499

b The square has 4 sides and 4 vertices.

c 51 + 32 = 83 d 275, 274, 273, 272, 271, 270

e The triangle is a 2D shape that has 3 sides only.

Answer the following:

a Find the result:

1) 45 + 29 = 74 2) 78 − 36 = 42

3) 63 + 27 = 90 4) 500 + 30 + 9 = 539

b Complete using (<, = or >):

1) 45 + 36 < 99 − 9 2) 2 + 50 + 300 > 253

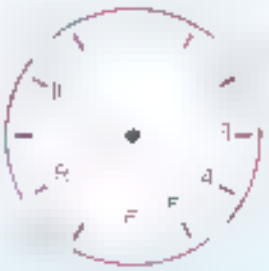
3) 78 − 56 < 14 + 28 4) Nine hundred > 9 Tens

c Complete:

1)

3:45

It's quarter to 4

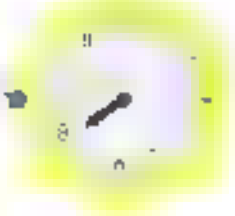
2) 

07 : 30

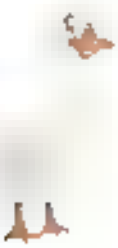
It's half past 7.

Assessment on Chapter 6

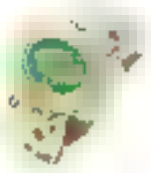
Match:

a	Half past 5		1
b	10 o'clock		2
c	Half past 2		3
d	Quarter to 8		4
e	Quarter past 4		5

Write the best unit of measurement for weighing each object (gm or kg)

a 

gm

b 

gm

c

kg

d

gm

Answer the following

a Malak bought 6 kg of flour, and used 4 kg of it to make a cake

How much flour does she have left?

$6 - 4 = 2\text{kg}$

b Two goats, the mass of the first is 27 kg and the second is 15 kg

What is the total mass of the two goats together?

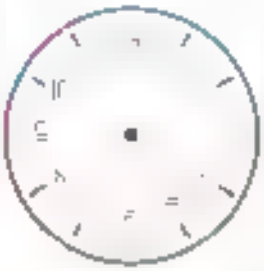
$27 + 15 = 42\ \text{kg}$

c **Draw the hands of the clock:**

1

It's 11 o'clock.

2



It's half past 3

3

It's quarter past 1

الأستاذ
في
اللغة العربية
الصف الثاني الابتدائي

ONLY MATH

FINAL REVISION, EXAMS & ANSWERS

2

PRIMARY

FIRST TERM

Contents

1 General Exercises

Pages 3 - 25

2 Models

Pages 26 - 37

3 Guide Answers

Pages 38 - 71

General Exercises on Chapter 1

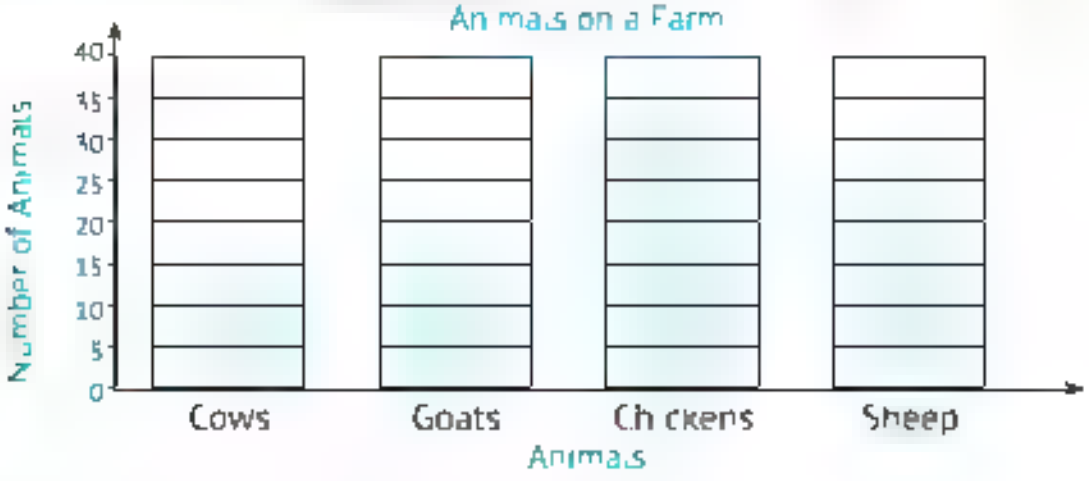
First: Look at the animals on a farm pictograph and then answer:

An mals on a Farm

a Complete the following table

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	15	20	35	25

An mals on a Farm



b Answer the following questions

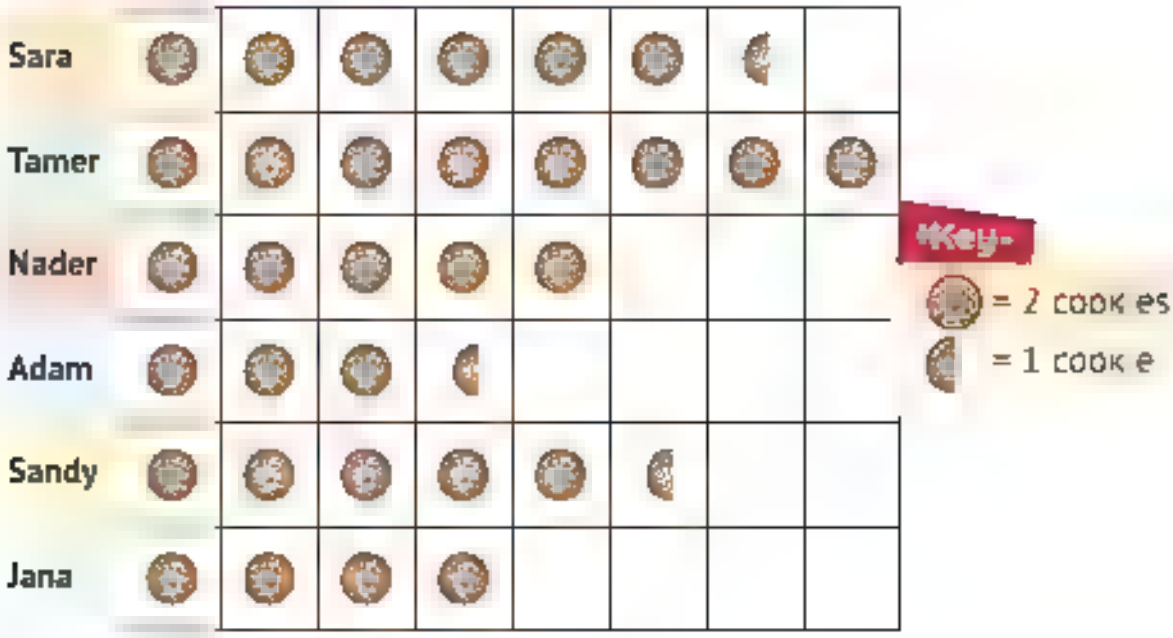
a How many cows are there on the farm? 15

b How many goats and ch ckens are there on the farm? 20 + 35 = 55

c Wh ch animal is found the most on the farm? Ch ckens

d Wh ch animal is found the east on the farm? Cows

Second: Look at the following pictograph and then answer:



a Complete the following table

Name	Sara	Tamer	Nader	Adam	Sandy	Jana
Number of Cookies	13	16	10	7	11	8

b Convert the same data from the pictograph into a bar graph

c Use the previous bar graph, then complete using (< = or >).

a	Number of cookies Sara ate	<	Number of cookies Tamer ate
b	Number of cookies Nader ate	>	Number of cookies Adam ate
c	Number of cookies Sandy ate	>	Number of cookies Lana ate
d	Number of cookies Tamer ate	>	Number of cookies Sandy ate
e	Number of cookies Adam ate	<	Number of cookies Sara ate
f	Number of cookies Sandy ate	<	Number of cookies Sara ate

d Answer the following questions

a How many cookies did Tamer eat? 16

b How many cookies did Lana eat? 8

c How many more cookies did Sara eat than Adam? 13 − 7 = 6

d How many more cookies did Sandy eat than Lana? 11 − 8 = 3

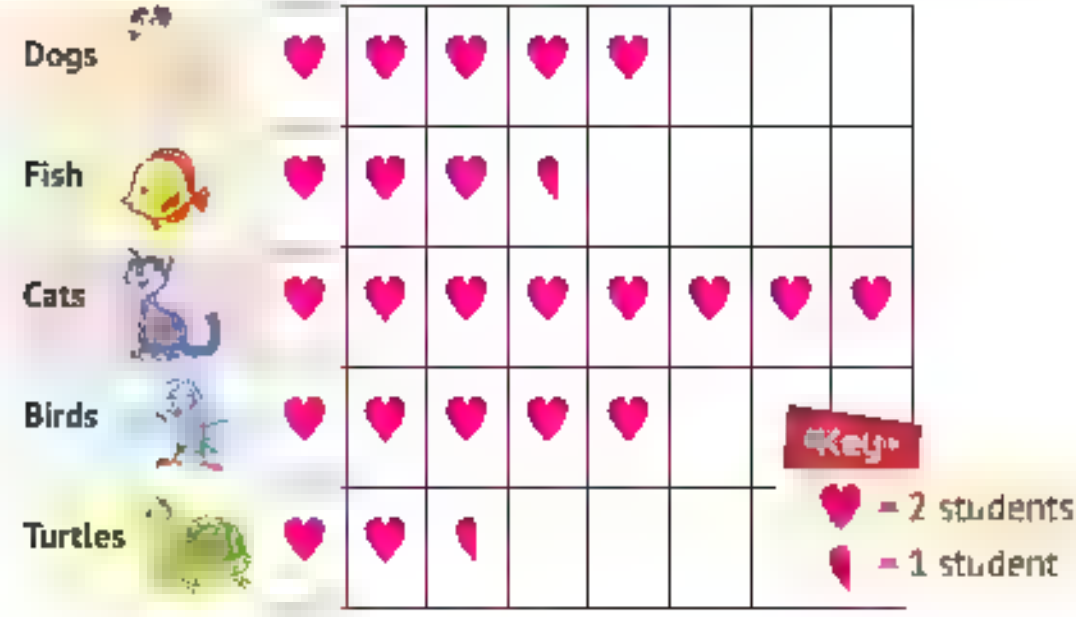
e How many cookies did Sara, Nader and Adam eat? 13 + 10 + 7 = 30

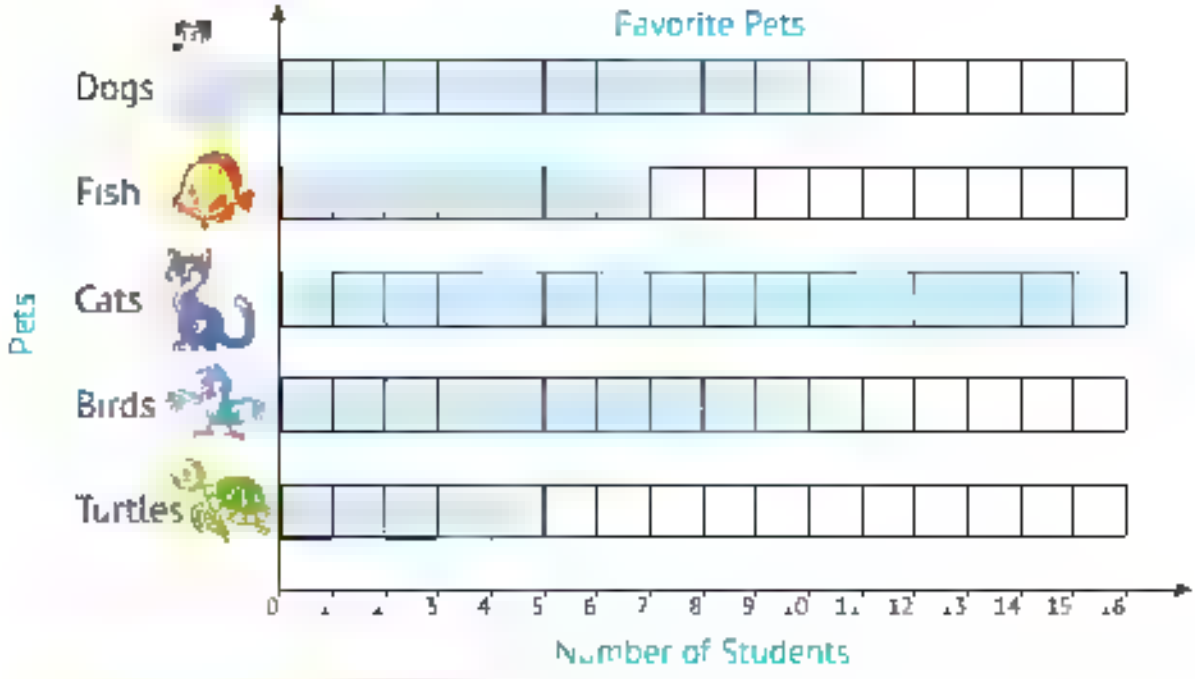
f How many cookies did Tamer and Sandy eat? 16 + 11 = 27

g Who ate the greatest number of cookies? Tamer

h Who ate the least number of cookies? Adam

Third: Convert the same data from the following pictograph into the bar graph, then complete the table:





Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

a Use the previous bar graph, then complete using (< , = or >).

a. Number of students who liked dogs = Number of students who liked birds

b. Number of students who liked fish > Number of students who liked turtles

c. Number of students who liked cats > Number of students who liked dogs

d. Number of students who liked birds > Number of students who liked fish

b Answer the following questions

a. How many students liked fish? 7

b. How many students liked birds? 10

c. How many more students liked cats than birds? 16 10 6

d. How many more students liked birds than turtles? 10 5 5

e. How many students all together liked dogs, fish and cats? 10 + 7 + 16 = 33

f. How many students all together liked cats, birds, and turtles? 16 + 10 + 5 = 31

g. Which pet is liked the most? Cats

h. Which pet is liked the least? turtles

General Exercises on Chapter 2

First: Complete the following

5 + 5 = 10

7 + 7 = 14

8 + 8 = 16

8 + 9 = 8 + 8 + 1 = 16 + 1 = 17 *(Adding Doubles,*

8 + 7 = 1 + 7 + 7 = 1 + 14 = 15 *(Adding Doubles)*

6 + 5 = 1 + 5 + 5 = 1 + 10 = 11 *(Adding Doubles,*

6 + 9 = 15 *(Counting On Strategy,*

9 + 7 = 16 *(Counting On Strategy)*

3 + 11 = 14 *(Counting On Strategy,*

15 – 8 = 7 *(Counting On Strategy)*

12 – 4 = 8 *(Counting On Strategy,*

11 – 7 = 4 *(Counting On Strategy)*

45 + 10 = 55 *(Using the 120 Chart)*

26 + 10 = 36 *(Using the 120 Chart)*

75 – 10 = 65 *(Using the 120 Chart)*

25 – 10 = 15 *(Using the 120 Chart)*

8 + 6 = 8 + 2 + 4 = 10 + 4 = 14 *(Making 10)*

7 + 5 = 7 + 3 + 2 = 10 + 2 = 12 *(Making 10,*

9 + 6 = 9 + 1 + 5 = 10 + 5 = 15 *(Making 10,*

12 – 5 = 12 – 2 – 3 = 10 – 3 = 7 *(Making 10)*

16 – 8 = 16 – 6 – 2 = 10 – 2 = 8 *(Making 10)*

15 – 7 = 15 – 5 – 2 = 10 – 2 = 8 *(Making 10)*

1	7 + 5 = 12	24	9 + 7 = 16
2	8 + 5 = 13	26	7 + 4 = 11
3	13 − 5 = 8	28	8 − 4 = 12
4	17 − 9 = 8	30	14 − 8 = 6

Second: Choose the correct answer

1	Double of 9 = 18	(99 or 9 or 18)
2	7 + 7 = 14	((7) or 4 or 21)
3	9 + 9 = 18	(8 or 1 or (9))
4	6 + 6 = 12	(66 or 6 or (12))
5	7 + 6 = 6 + 6 + 1	(6 or (1) or 7)
6	5 + 4 = 4 + 4 + 1	(5 or (4) or 1)
7	4 + 3 = 1 + 3 + 3	(7 or 3 or (4))
8	5 + 6 = 10 + 1	(11 or (10) or 5)
9	9 + 5 = 14	(95 or 15 or (14))
10	8 + 3 = 11	((11) or 8 or 3)
11	4 + 8 = 12	(12 or 20 or (4))
12	15 − 7 = 8	((8) or 22 or 3)
13	20 − 15 = 5	(35 or (5) or 15)
14	20 − 3 = 17	((17) or 23 or 50)
15	25 + 10 = 35	(26 or 35 or 30)
16	48 + 10 = 58	(1 or (10) or 11)
17	65 + 10 = 75	((65) or 85 or 74)
18	39 − 10 = 29	((10) or 1 or 9)
19	17 − 10 = 7	((17) or 7 or 80)
20	96 − 10 = 86	(95 or 85 or (86))

21 $7 + 5 = 10 + 2$ (12 or 3 or 10)

22 $8 + 6 = 10 + 4$ (8 or 4 or 14)

23 $8 + 5 = 8 + 2 + 3$ (5 or 2 or 3)

24 $9 + 7 = 9 + 1 + 6$ (16 or 6 or 9)

25 $8 + 5 = 10 + 3$ (13 or 5 or 2)

26 $9 + 8 = 10 + 7$ (9 or 10 or 7)

27 $12 - 5 = 10 - 3$ (5 or 2 or 3)

28 $13 - 8 = 10 - 5$ (8 or 5 or 10)

29 $17 - 9 = 10 - 2$ (8 or 9 or 7)

$14 - 6 = 10 - 2$ (14 or 10 or 8)

Third: Answer the following:

1 **Use the Doubles Addition strategy to find**

a $5 + 4 = 1 + 4 + 4 = 1 + 8 = 9$

b $7 + 6 = 1 + 6 + 6 = 1 + 12 = 13$

c $9 + 8 = 1 + 8 + 8 = 1 + 16 = 17$

2 **Find the result using the Counting On strategy**

a	b	c	d
5	7	15	18
+ 7	+ 8	− 6	− 9
12	15	9	9

3 **Find the result using Making a Ten strategy:**

a $8 + 5 = 8 + 2 + 3 = 10 + 3 = 13$

b $9 + 7 = 9 + 1 + 6 = 10 + 6 = 16$

c $12 - 4 = 12 - 2 - 2 = 10 - 2 = 8$

d $17 - 9 = 17 - 7 - 2 = 10 - 2 = 8$

Use the 120 Chart to find:

a	b	c	d
45	16	87	63
+ 10	+ 10	− 10	− 10
55	26	77	53

Solve the following word problems

Nada had 8 L.E. Her mother gave her 9 L.E more

How much money does Nada have now?

8 + 9 = 17 L.E

Mustafa had 13 oranges. He ate 5 oranges.

How many oranges does he have left?

13 − 5 = 8 oranges .

Eman has 5 pencils, Sara has 4 pencils and Mark has 7 pencils.

How many pencils do they all have?

5 + 4 + 7 = 16 pencils .

Magdy had 14 pounds. He bought a book and he had 8 pounds left. How much is the book? (14 − 6 = 8)

14 − 8 = 6

There were a number of birds on a tree, 8 of them flew away and 7 birds remained on the tree

How many birds were there on the tree? (15 − 8 = 7)

8 + 7 = 15 birds

General Exercises on Chapter 3

First: **Complete the following**

The place value of the digit 5 in 258 is Tens

The place value of the digit 7 in 107 is Ones

The place value of the digit 6 in 681 is Hundreds

The place value of the digit 0 in 306 is Tens

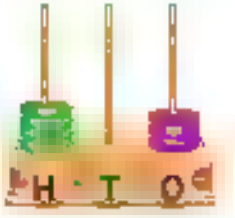
The value of the digit 1 in 189 is 100

6) The value of the digit 2 in 52 is 2

7) The value of the digit 3 in 38 is 30

8) The value of the digit 0 in 107 is 0

9 The number shown on the corresponding abacus is 403



319 (in word form) is Three hundred nineteen

409 (in word form) is Four hundred nine

920 (in word form) is Nine hundred twenty

Nine hundred fifty-six (in standard form) 956

Nine hundred seventeen (in standard form) 917

Two hundred eight (in standard form) 208

One hundred ten (in standard form) 110

17) 500 + 60 + 7 = 567

18) 9 + 0 + 5 = 14

19) 800 + 6 = 806

20) 5 + 90 + 200 = 295

756 = 700 + 56

427 = 400 + 27

693 = 600 + 90 + 3

24) 6 Hundreds + 7 Tens + 5 Ones = 675

25) 2 Tens + 8 Hundreds + 4 Ones = 824

597 = 5 Hundreds + 9 Tens + 7 Ones.

27) 509 = 9 Ones + 5 Hundreds

The **greatest** number formed from 3 digits is 999

The **smallest** number formed from 3 digits is 100

The **greatest** 3-different-digit number is 987

The **smallest** 3-different-digit number is 102

From the digits (4, 3 and), the **greatest** number is 743 and the **smallest** number is 347

The **greatest** 3-digit number formed from 5 and 2 is 552

The **smallest** 3-digit number formed from 9 and 4 is 449

The number that comes just **after** 725 is 726

The number that comes just **before** 700 is 699

The number 301 comes just **after** 300

The number 499 comes just **before** 500

The number 110 comes just **after** 109

The number 99 comes just **before** 100

Second: Choose the correct answer:

1. The place value of the digit 8 in 387 is Tens
   (Hundreds or Tens or Ones)
2. The place value of the digit 7 in 27 is Ones
   (Hundreds or Tens or (Ones))
3. The value of the digit 9 in 912 is 900
   (9 or 90 or (900))
4. The value of the digit 0 in 109 is 0
   ((0) or 10 or 100)
5. 708 (in word form) is Seven hundred eight
   (seven hundred eight or seven hundred eighty or seven hundred eighteen)
6. 919 (in word form) is Nine hundred nineteen
   (nine hundred nine or nine hundred ninety or nine hundred nineteen)
7. Four hundred thirty-six (in standard form) is 436
   ((436) or 364 or 634)
8. One hundred eleven (in standard form) is 111
   (101 or 110 or (111))
9. Eight hundred eight (in standard form) is 808
   (88 or 880 or (808))
10. 400 + 50 + 8 = 458 ((458) or 485 or 854)
11. 7 + 20 + 600 = 627 (726 or 462 or (627))
12. 800 + 20 = 820 (802 or 82 or (820))
13. 600 + 7 = 607 (670 or (607) or 13)

4 2 + 0 + 3 = 5 (203 or 23 or (5))

50 + 0 + 4 = 54 (504 or (54) or 9)

756 = 700 + 50 + 6 (5 or (50) or 500)

908 = 900 + 8 (8 or 80 or 800)

5 Hundreds + 2 Tens + 6 Ones = 526 (526 or 625 or 265)

9 Ones + 3 Tens + 4 Hundreds = 439 (934 or (439) or 369)

6 Tens + 7 Hundreds + 3 Ones = 763 (673 or 376 or (763))

5 Tens + 6 Hundreds = 650 (560 or (650) or 605)

4 Hundreds + 7 Ones = 407 ((407) or 470 or 704)

The **greatest** 3-digit number is 999 ((999) or 987 or 100)

The **smallest** 3-digit number is 100 (123 or 102 or (100))

From the digits (5, 8 and 0), the **greatest** number is 850

(508 or 580 or (850))

From the digits (7, 9 and 0), the **smallest** number is 709

(790 or 970 or (709))

27 The number that comes just **before** 500 is 499

(501 or 599 or (499))

The number 401 comes just **after** 400 ((400) or 401 or 499)

The number 299 comes just **before** 300

(298 or (300) or 301)

The number 410 comes just **after** 409

((410) or 408 or 400)

Third: Answer the following:

1 Write all numbers that can be formed from the digits (7, 3 and 5)

, 35 , 753 , 537 , 573 , 357 , 375

2 **Complete using (<, = or >):**

a 723 > 599 b 623 < 632

5 + 70 + 600 > 576 9 Hundreds + 6 Ones < 960

e 7 + 5 = 10 + 2 f 12 – 7 > 10 – 7

g 500 + 6 < 560 h 3 + 0 + 5 < 305

70 Tens = 7 Hundreds 30 Tens > 30 Ones

3 **Arrange the following numbers in an ascending order:**

a 701 , 107 , 710 , 170 , 100 , 700

100 , 107 , 170 , 700 , 701 , 710

b 625 , 256 , 562 , 652 , 265 , 526

256 , 265 , 526 , 562 , 625 , 652

c 50 , 505 , 5 , 555 , 500 , 550

5 , 50 , 500 , 505 , 550 , 555

4 **Arrange the following numbers in a descending order:**

a 901 , 900 , 109 , 190 , 100 , 910

910 , 901 , 900 , 190 , 109 100

b 396 , 693 , 936 , 369 , 963 , 639

963 , 936 , 693 , 639 , 396 369

c 80 , 808 , 8 , 888 , 800 , 880

888 , 880 , 808 , 800 , 80 , 8

General Exercises on Chapter 4

First: Complete the following:

1) 7 + 9 = 9 + 7

2) 3 + 5 = 5 + 3

3) 4 + 6 = 6 + 4

4) 2 + 8 = 8 + 2

5) 89 = 80 + 9

6) 72 = 70 + 2

7) 40 + 7 = 47

8) 3 + 20 = 23

9 Tens + 4 Ones = 94

6 Ones + 3 Tens = 36

11) 3 Tens + 5 Tens = 8 Tens

12) 2 Tens + 9 Ones = 29

13) 2 Ones + 5 Tens = 52

14) The estimate of 36 is 40 (using the 120 Chart)

15) The estimate of 36 is 30 (using the place value of digits)

16) The estimate of 42 is 40 (using the 120 Chart)

17) The estimate of 42 is 40 (using the place value of digits)

18) 45 + 12 = 57

19) 78 + 16 = 94

20) 96 – 24 = 72

Second: Choose the correct answer

1) 8 + 3 = 3 + 8 (8 or 3 or 11)

2) 7 + 6 = 6 + 7 (7 or 6 or 13)

3) 5 + 9 = 9 + 5 (5 or 9 or 14)

4) 7 + 3 = 3 + 7 (7 or 3 or 10)

9 + 70 = 79 (97 or 79 or 16)

6) 30 + 4 = 34 (34 or 43 or 70)

7) 50 + 4 = 54 (4 or 5 or 40)

8. 70 + 8 = 78 (7 or 80 or (70))

9. 3 Tens + 5 Ones = 35 ((35) or 53 or 80)

10. 6 Ones + 4 Tens = 46 (64 or (46) or 10)

11. 3 Tens + 2 Tens = 50 (32 or (50) or 5)

12. 4 Tens + 3 Tens = 7 Tens (43 or 70 or (7))

13. The estimate of 48 is 50 *(using the 120 Chart)* (40 or (50) or 49)

14. The estimate of 48 is 40 *(using the place value strategy)* ((40) or 50 or 49)

15. The estimate of 63 is 60 *(using the 120 Chart)* ((60) or 70 or 65)

16. The estimate of 63 is 60 *(using the place value strategy)* ((60) or 70 or 65)

Third: Answer the following:

1. **Find the result**

a) 45 + 8 = 53	b) 26 + 9 = 35	c) 64 + 18 = 82	d) 34 + 49 = 83
e) 52 − 2 = 50	f) 38 − 4 = 34	43 − 5 = 38	h) 15 − 8 = 7

i) 28 + 25 = 53 j) 45 + 15 = 60

k) 36 − 14 = 22 l) 17 − 9 = 8

Decompose each number. Draw sticks to show the Tens and small boxes to show the Ones. Then write the Tens and Ones in the number circles.

a

Tens	Ones

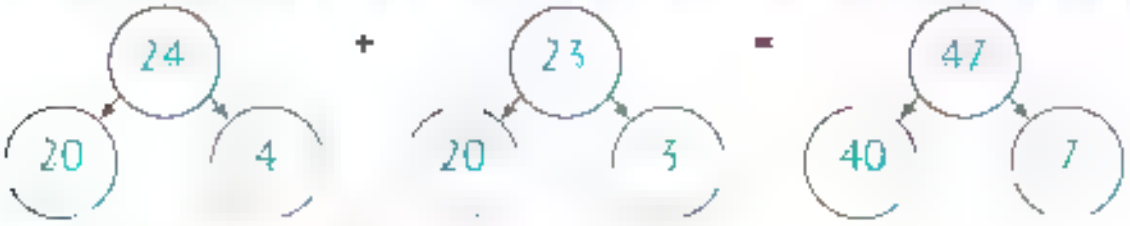
b

Tens	Ones

Decompose the two numbers by drawing sticks to show the Tens and small boxes to show the Ones, then find the result.

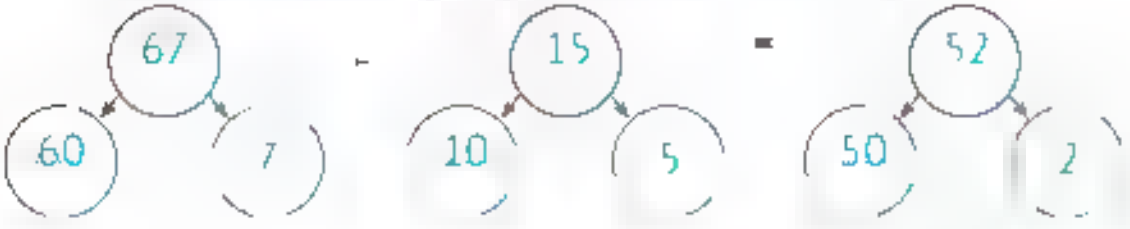
a $24 + 23 = 47$

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		



$67 - 15 = 52$

Tens	Ones		Tens	Ones
		=		



1 Use the 120 Chart to estimate

a) 37 → 40
\+ 25 → + 30
70

37 + 25 is about 70

b) 49 → 50
− 23 → − 20
30

49 − 23 is about 30

2 Use the place value strategy to estimate

a) 43 → 40
\+ 27 → + 20
60

43 + 27 is about 60

b) 56 → 50
− 14 → − 10
40

56 − 14 is about 40

3 Estimate the sum of (using the place value strategy)

- 53 + 32

  – Estimation. 53 + 32 → 50 + 30 = 80

  – Actual sum

The estimate (80) is (closer *or* not closer) to the actual sum (85),
so the estimate is (accepted *or* not accepted)

General Exercises on Chapter 5

First: Complete the following sentences

1) The triangle has 3 sides and 3 vertices.
2) The quadrilateral has 4 sides and 4 vertices
3) The pentagon has 5 sides
4) The hexagon has 6 sides
5) The circle has 0 sides.
6) Square and rhombus are quadrilaterals with 4 equal sides.
7) The rectangle has 4 sides.
8) The trapezoid has 4 sides, 2 sides are parallel and 2 are not parallel.
9) The cube has 6 faces and the shape of each face is a square
10) The number of vertices of a cube is 8
11) The number of edges of a cube is 12
12) The rectangular prism has 12 edges, 8 vertices and 6 faces, each face is a rectangle
13) The square based pyramid has 8 edges, 5 vertices and 5 faces.
14) A sphere has no edges, no vertices, and no faces.
15) A cylinde has no edges, no vertices, and 2 circular faces.

Second: Choose the correct answer:

1) The triangle has . 3 sides. ((3) 4 5)
2) The quadrilateral has . 4 sides. (3 4 5)
3) The pentagon has 5 sides. (3 4 5)

The hexagon has 5 sides. (5 or 6 or 7)

The square has 4 vertices. (3 or 4 or 5)

The rectangle has 4 sides. (3 or 4 or 5)

A Square is a quadrilateral (square or triangle or pentagon)

A Triangle has 3 sides. (hexagon or pentagon or triangle)

A Rhombus has 4 equal sides. (rhombus or rectangle or trapezoid)

10 The suitable length of a pencil is ... 12 ... cm.

(2 or (12) or 50)

The suitable length of an eraser is 5 cm.

((5) or 15 or 80)

12 The suitable length of a book is 25 cm.

(5 or (25) or 75)

13 The number of edges of a cube is 12

(6 or 8 or (12))

14 The number of faces of a cube is 6

((6) or 8 or 12)

15 The rectangular prism has 8 vertices.

(6 or (8) or 12)

16 The square-based pyramid has 5 faces

(3 or 4 or (5))

The cylinder has 2 faces (0 or 1 or 2)

The sphere has 0 vertices (0 or 1 or 2)

The length of the following key is 5 cm

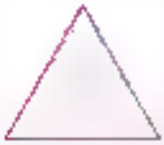
(4 or (5) or 6)

Third: Answer the following

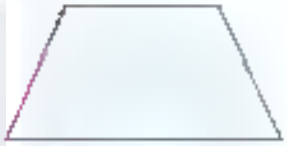
1 Write the name of each of the following shapes

Rectangle

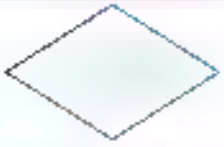
Square



Triangle



Trapezoid

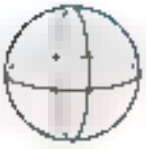


Rhombus

Pentagon

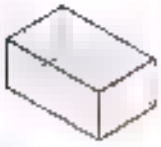
Hexagon

Circle



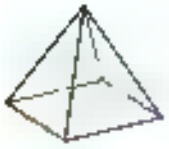
Sphere

Cube



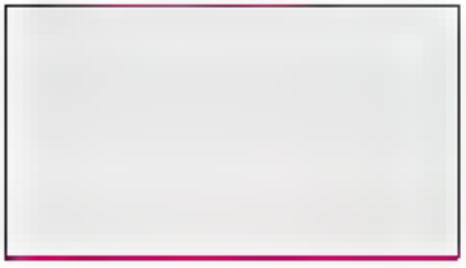
Rectangular Prism

Cylinder

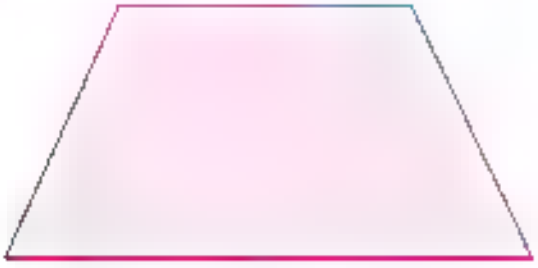


Pyramid

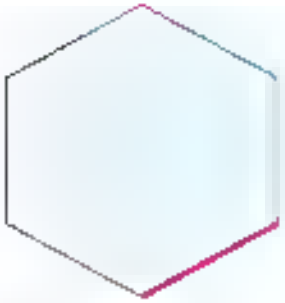
2 Measure the colored side length using your ruler



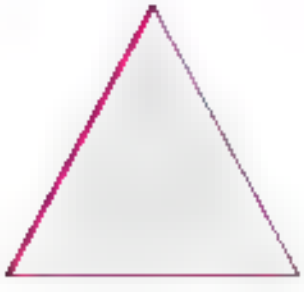
a) 6cm cm



b) 7cm cm

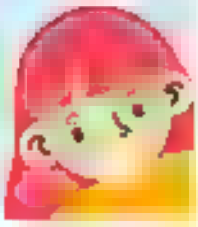


c) 2cm cm

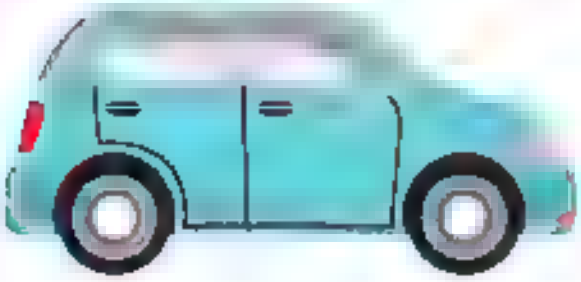


d) 4cm cm

General Exercises on Chapter 6



First: Look at the following pictures, then answer using ghter) or (heavier):



Car

Chair

Ball

1. The **car** s heav er than the **chair**
2. The **car** s heav er than the **ball**
3. The **chair** s .ghter than the **car**
4. The **chair** s heav er than the **ball**
5. The **ball** is Lghter than the **car**
6. The **ball** s .ghter than the **chair**

Second: Circle the suitable unit of measurement for weighing:

(Grams or K .ograms)

(Grams or Kilograms)

(Grams or K .ograms)

(Grams or K .ograms)

(Grams or Kilograms)

(Grams or K .ograms)

Third: Decide whether the activity happens in the (a.m or p.m):

- Eating breakfast 07 00 (a.m p.m)
- Going to school 08 30 (a.m p.m)
- Eating dinner 06 30 (a.m p.m)
- Sleeping 0 00 (a.m p.m)

Fourth: Complete

a

7.30

it's half past 4.

b

9.45

...It's quarter to 10

c

01 : 00

It's 1 oclock

d

09 : 30

It's half past 9.

e

06 : 15

Quarter past 6

f

11 : 45

Quarter to 12

Models

Model 1

Choose the correct answer:

a Six hundred six = 606 (606 ✓ 660 ✗ 616)

b The value of the digit 3 in 736 is 30 (3 ✗ 30 ✓ 300)

c 5 + 700 + 30 = 735 (573 ✗ 753 ✗ 735 ✓)

d 78 – 42 = 36 (36 ✗ 42 ✓ 108)

e The greatest 3-digit number is 999 (900 ✗ 100 ✗ 999 ✓)

Complete the following

a The **place value** of the digit 0 in 708 is Tens

b The number that comes just after 789 is 790

c 7 Hundreds + 5 Ones + 6 Tens = 765

d The greatest number formed from the digits (8, 4 and 6) is 864

e The cube has 12 edges.

Answer the following:

a Find the result:

1	2	3	4	5
57 + 29 = 86	38 + 38 = 76	98 – 47 = 51	69 – 38 = 31	79 – 9 = 70

b Complete using (<, = or >):

1 456 < 654

2 5 Hundreds + 7 Tens > 500 + 7

3 320 = 32 Tens

4 35 + 28 > 53

c Rodina has 45 LE and Sama has 29 LE.

How much money do they have all together? 45 + 29 = 74 LE

Model 2

Choose the correct answer:

a The smallest 3-digit number is 100 (900 or 102 or 100)

b The number that comes just after 709 is 710 (710 or 708 or 609)

c 7 Ones + 3 Hundreds = 307 (730 or 307 or 370)

d 49 + . 20 . = 69 (11 or 20 or 109)

e The number of faces of a cube is 6 (12 or 6 or 8)

Complete the following:

a The value of the digit 8 in 823 is 800

b 803 in words is Eight hundred three

c 8 + 70 + 900 = .. 978

d 78 – 18 = 60

e The number of sides of a square is 4 sides

Answer the following

a Arrange the following numbers in an ascending order

802 208 , 820 , 280 , 288

- 208 , 280 , 288 , 802 , 820

b Complete using (< , = or >):

1 450 < 504 2 Two hundred two < 220

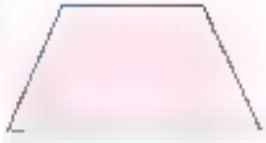
3 600 60 Tens 4 28 + 39 > 57

c Write the name of each shape.

1 Sphere

2 Triangle

3 Cylinder

4  Trapezoid

Model 3

Choose the correct answer:

a The value of the digit 0 in 709 is 0 (0 or 10 or 100)

b The triangle has 3 vertices. (5 or 3 or 0)

c Four hundred forty = 440 (414 or 404 or 440)

d 57 − 45 = 12 (57 or 33 or 66)

e 56 + 24 < 80 Tens (< or = or >)

Complete the following:

a The number that comes right after 699 is 700

b 6 Hundreds + 5 Tens + 4 Ones = 654

c 90 + 0 + 5 = 95

d 99 − 56 = 43

e The number of vertices of a square based pyramid is 5

Answer the following:

a Arrange the following numbers in an ascending order.

605 506 , 650 , 560 566

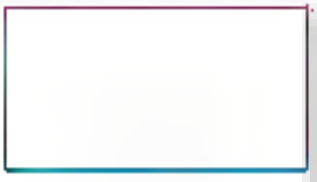
506 , 560 , 566 , 605 , 650

b Dina had 78 LE. She bought a T-shirt for 56 LE.

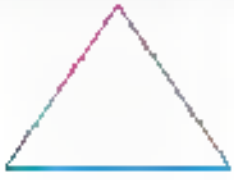
How much money is left with her?

78 − 56 = 22 LE

c Use your ruler to measure the length of the blue side

1 

4 cm

2 

3 cm

3

3 cm

Model 4

Choose the correct answer:

a 7 Hundreds + 2 Tens + 9 Ones = 729 (729 or 927 or 279)

b The rectangle has 4 sides. (3 or 4 or 5)

c 97 – 25 = 36 + 36 (< or = or >)

d 26 + 17 = 43 (50 or 60 or 26)

e 70 Tens = 7 Hundreds (7 or 70 or 700)

Complete the following:

a The smallest 3-digit number formed from 6 and 2 is 226

b The sphere has 0 faces.

c The **place value** of the digit 3 in 723 is Ones

d The number that comes right after 609 is 610

e 704 703 , 702 , 701 700 699

Answer the following

a Write all numbers that can be formed from the digits (5, 2 and 1), then complete:

521 › 512 › 125 › 152 › 215 › 251

- The **greatest** number is 521
- The **smallest** number is 125

b Khalid has 45 marbles, and his sister has 21 marbles.

Find the difference between the number of marbles that Khalid has and that his sister has. 45 - 21 = 24 marbles

c Complete:

1

5: 15

It's quarter past 5

2

11 : 30

Half past 11

Model 5

Find the result:

a	b	c	d	e
5	6 3	7 5	2 9	3 2
+ 1 8	− 1 2	+ 6	− 8	+ 1 9
23	51	81	21	+ 2 7
				78

Complete the following sentences:

a The greatest 3-digit number that is formed from 5 and 7 is 775

b The smallest 3-different-digit number is 102

c The value of the digit 0 in the number 604 is 0

d The number 501 comes just after 500

e The time on the opposite digital clock is 4:15
quarter past 4

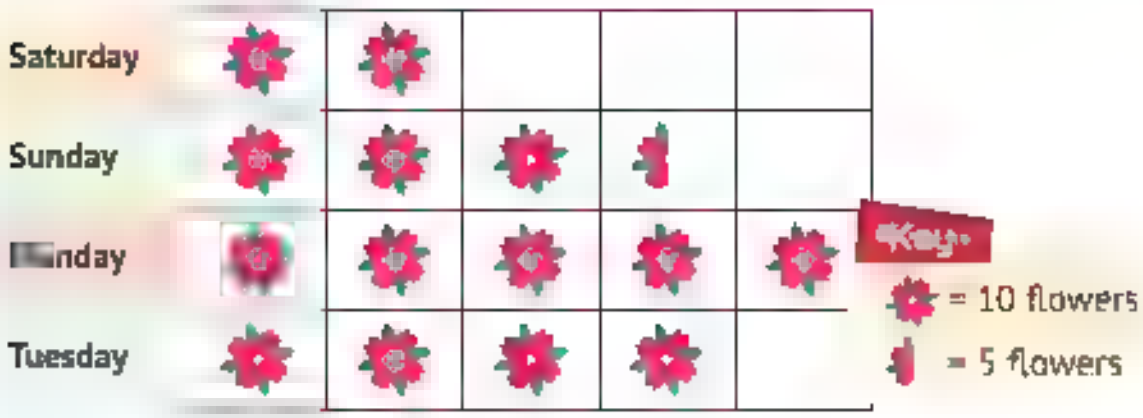
Answer the following:

a Lamar had 99 LE. She bought a T-shirt for 42 LE, and a ball for 36 LE.
How much money is left with her?

42 + 36 = 78 LE

99 − 78 = 21 LE

b Look at the Pick a Flower pictograph and then answer:



1 Complete the following table

Day	Saturday	Sunday	Monday	Tuesday
Number of Flowers	20	35	50	40

2 Answer the following questions

a How many flowers were picked on Tuesday?

40

b How many more flowers were picked on Sunday than Saturday?

35 − 20 = 15

c Which day had the greatest number of flowers picked?

Monday

d Which day had the least number of flowers picked?

Saturday

الأستاذ
في
اللغة العربية
الصف الثاني الابتدائي

Model 6

Choose the correct answer:

a] 7 + 7 = 14 . (77 or 7 or 14)

b The **place value** of the digit 6 in 736 is (Ones or Tens or Hundreds)

c] 9 + 1 = 1 + 9 (10 or 9 or 1)

d The square has 4 sides. (2 or 4 or 6)

e The suitable unit of measurement for weighing a pen is grams (grams or kilograms or minutes)

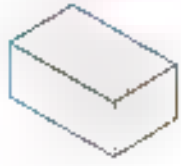
Complete the following

a 9 + 7 = 9 + 1 + 6 = 10 + 6 = 16 (By Making 10)

b Two hundred sixty-seven (in standard form) 267

c 9 Tens + 8 Ones = 98

d The opposite shape is called a rectangular prism



e 4 5 is read as quarter past 4

Answer the following:

a Nada has 8 LE and Sara has 7 LE.

How much money do they have all together?

8 + 7 = 15 LE

b Find the result:

1 15 + 28 = 43

2 17 – 9 = 8

3 4 8 − 7 = 41

4 7 9 − 3 6 = 43

c Complete using (< , = or >):

1 902 < Nine hundred twenty

2 47 < 4 + 70

3 674 > 6 + 70 + 400

4 An hour > A minute

Model 7

Choose the correct answer:

a 39 – 10 = 29 (1 or 10 or 11)

b The value of the digit 0 in 508 is 0 (0 or 10 or 100)

c The estimate of 73 is 70 (using the nearest ten) (70 or 75 or 80)

d A sphere is a 3D shape (square or triangle or sphere)

e We have breakfast at 8 o'clock a.m (a.m or p.m)

Complete the following:

a 6 + 5 = 1 + 5 + 5 = 1 + 10 = 11 (Adding Doubles)

b 6 Tens + 5 Ones + 7 Hundreds = 765

c 5 + 70 = 75

d The opposite shape is called a rectangle

e 78 – 25 = 53

Answer the following

a Arrange the following numbers in an ascending order:

415 , 514 145 , 154 , 541 451

• 145 , 154 , 415 , 451 , 514 , 541

b Decompose the number (76)

Tens	Ones

c Complete:

1 It is half past 8 2 3 45 Quarter to four

Model 8

Choose the correct answer:

a] 13 – 8 = 10 – 5 (8 or 5 or (10))

b The smallest 3-digit number formed from the digits 6 and 3 is 336 (36 or (336) or 633)

c] 50 + 0 + 4 = 54 (504 or (54) or 9)

d A circle is a 2D shape (pyramid or sphere or circle)

e Half an hour = 30 minutes (15 or 20 or (30))

Complete the following:

a] 18 – 9 = 9

b] 70 + 500 + 3 = 573

c] 6 Tens + 3 Ones = 63

d The quadrilateral shapes have 4 sides.

e The number that comes just after 109 is 110

Answer the following:

a Complete using (<, = or >):

1 315 < Three hundred fifty 2 98 90 + 8

3 978 < 900 + 7 + 80 4 1 gram < 1 kilogram

b Complete using lighter or heavier

1

The dog is heavier than the shoes

2

The rabbit is lighter than the dog

c Complete in the same pattern:

• 10 , 15 , 20 , 25 , 30 , 35 , 40 , 45

Model 9

Choose the correct answer:

a] 25 + 10 = 35 (26 or 35 or 15)

b The number 201 comes just after 200 (199 or 300 or 201)

c 7 + 8 = 8 + 7 (7 or 8 or 15)

d All sides of a rhombus are equal in length.

(rectangle or trapezoid or rhombus)

e The suitable weight of a key is 25 gm

(25 gm or 5 kg or 250 gm)

Complete the following:

a 6 + 5 = 6 + 4 + 1 = 10 + 1 = 11 (By Making 10)

b Five hundred sixteen (in standard form) is 516

c 9 Tens + 8 Ones + 7 Hundreds = 798

d The opposite shape is called a Cylinder

e 24 , 26 , 28 , 30 , 32 , 34

Answer the following

a **Ahmed had 15 pens. After a month, he had 7 pens.**

How many pens did by Ahmed use during this month? (15 – = 7)

15 – 7 = 8

b **Find the result:**

1 78 – 25 = 53 2 65 + 23 = 88

3 57 + 38 = 95 4 13 – 8 = 5

c **Draw the hands of the clock and write the time**

1 3:00 It's three o'clock

2 1:30 It's half past 1

Model 10

Choose the correct answer:

a 5 + 6 = 10 + 1 (5 or 6 or 10)

b The greatest 3-different-digit number is 987

(900 or 987 or 999)

c 70 Tens + 5 Ones = 705 (75 or 570 or 705)

d 23 + 12 = 35 (12 or 58 or 10)

e The hexagon has 6 sides. (4 or 5 or 6)

Complete the following

a 9 + 7 = 2 + 7 + 7 = 2 + 14 = 16 Adding Doubles

b 306 (in word form) is Three hundred six

c 800 + 3 + 60 = 863

d The opposite shape is called a sphere

e 90 , 85 , 80 , 75 , 70 , 65 , 60

Answer the following:

Find the result:

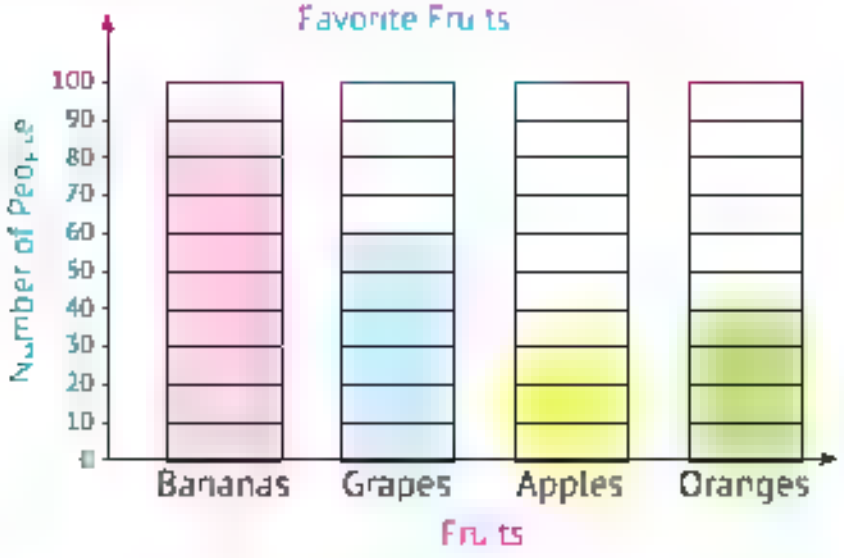
1) 16 − 8 = 8

2) 69 − 19 = 50

3) 75 + 6 = 81

4) 29 + 8 = 37

b Use the bar graph to answer the following questions



1 How many people liked bananas the most?

90

2 How many people liked oranges the most?

40

3 Which fruit is liked the least?

Apples

4 Which fruit is liked the most?

Bananas

5 How many people in all liked grapes and apples?

60 + 30 = 90

6 How many more people liked bananas than oranges?

90 – 40 = 50

Guide Answers

Chapter 1

Lessons 1&2

Reading, Collecting, and Representing Data

Activity 1

a 6 b 4 c 7 d 7

a > b < c = d >

Activity 2

a 7 b 3 c 9 d 6
e 5

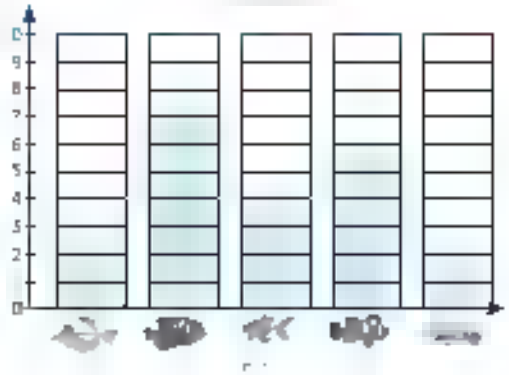
Activity 3

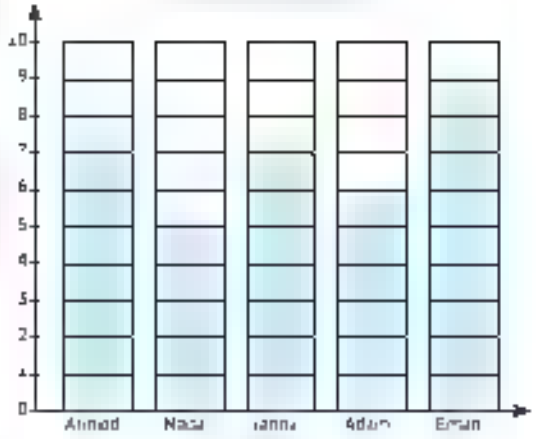
a 6 b Sunday c Tuesday

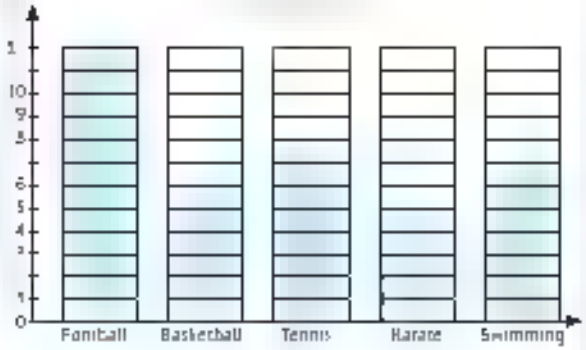
HOME ACTIVITIES

a 5 b 4 c 2 d 11

a 3 b 6 c 7 d 2
e 4







a 12 b 6+5=11 c 8-7=1

Lessons 3-5

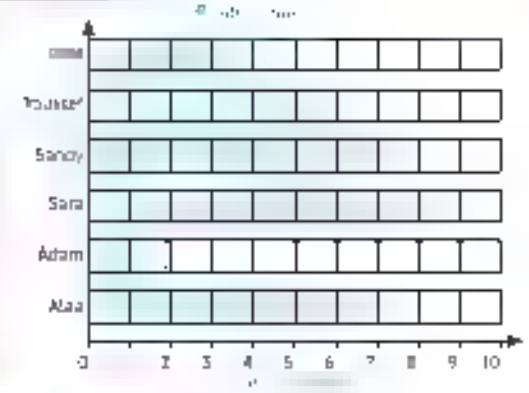
Comparing, Representing, and Interpreting Data – Representing Data with a Scale of 1

Activity 1

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	5	3	6	9	5	2

a = b < c <
d 3 e 9-2=7 f 5+5+3=13
g Strawberries h Pears

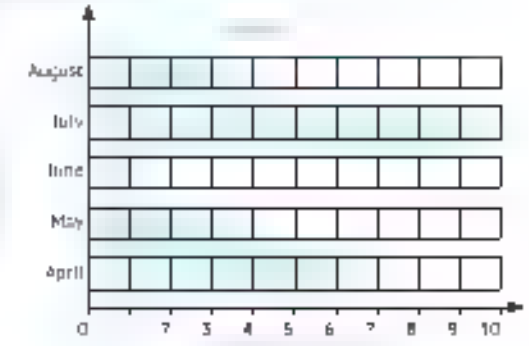
Activity 2



Adam Lara Youssef Sandy Ataa Sara

a = b > c <
d 8 e 7-4=3 f 7+6+2=15
g Sara h Adam

Activity 3



a 7 b June c 7 3=4

HOME ACTIVITIES

First:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	7	8	6	4	7	4

Second:

a = b = c <

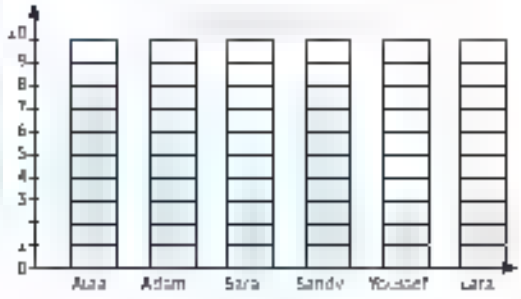
Third:

a 6 b 10 4=6 c 7+7+6=20
d 6+6=12 e 7 6=1

Guide Answers

ⓕ Strawberries ⓖ Pears

ⓗ Pears, Orange, Bananas, Kiwis, Apples, Strawberries



First:

Youssef, Lara, Sara, Adam, Sandy, Alaa

Second:

ⓐ > ⓑ = ⓒ <

Third:

ⓐ 4 ⓑ 8 4 = 4 ⓒ 7 + 2 + 6 = 15

ⓓ Alaa ⓔ Youssef ⓕ 7 2 = 5

ⓖ 6 4 = 2

Color	Red	Blue	Green	Yellow	Orange	Pink
Number of Students	3	6	5	4	8	2

First:

ⓐ > ⓑ < ⓒ = ⓓ >

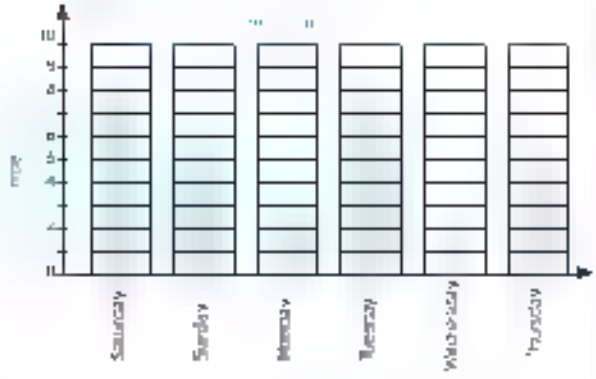
ⓔ = ⓕ >

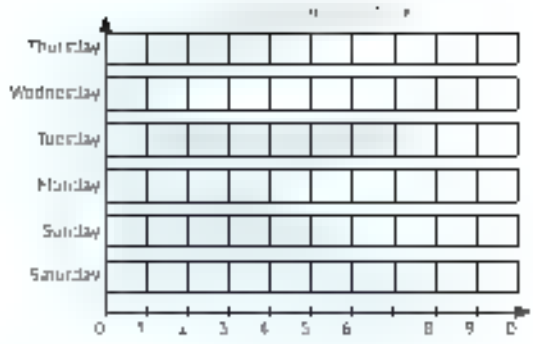
Second:

ⓐ 2 ⓑ 6 ⓒ 1 ⓓ 3

ⓔ 6 ⓕ 3 ⓖ 3 + 6 = 9

ⓗ 3 = 2 ⓘ 2 + 6 = 8 ⓙ 6 6 = 0

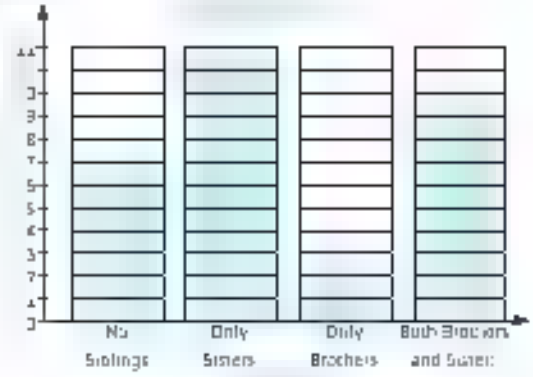




First:

Sibling	No Siblings	Only Sisters	Only Brothers	Both Brothers and Sisters
Number of Students	7	12	8	10

Second:



Lessons

Representing Data with a Scale of 2 and 10 – Bar Graph

Activity 1

112 114 116 118 120 ←
102 104 106 108 110 ←
92 94 96 98 100 ←
82 84 86 88 90 ←
72 74 76 78 80 ←
62 64 66 68 70 ←
52 54 56 58 60 ←
42 44 46 48 50 ←
32 34 36 38 40 ←
22 24 26 28 30 ←
12 14 16 18 20 ←
2 4 6 8 10 ←

Activity 2

120 110 100 90 80 70 60 50 40 30 20 10 ←

Activity 3

a) 16 18 20 22
b) 20 18 16 14
c) 60 70 80 90
d) 80 70 60 50

Activity 4

Color	Number of Children
Red	8
Blue	4
Yellow	6
Green	10

Activity 5

a) 90 b) 40 c) Apples
d) Bananas e) 60 + 30 = 90
f) 90 – 40 = 50

Activity 6

a) 18 b) 8 c) 8 + 18 = 26
d) 12 – 6 = 6 e) Milk f) Fruit juice

HOME ACTIVITIES

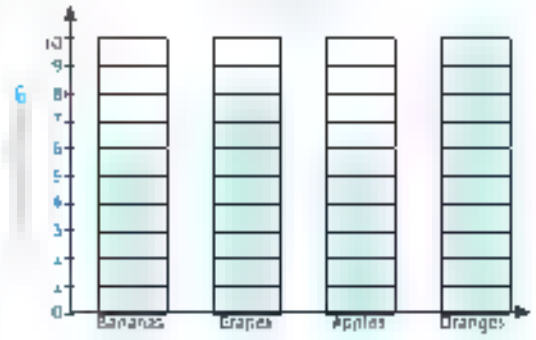
a) 6 & 10, 12 b) 30, 40, 50, 60
c) 42, 44, 46, 48 d) 80, 70, 60, 50
e) 90, 88, 86, 84 f) 30, 20, 10, 0
a) 40 b) 60
c) Tennis d) Football
e) 100 + 60 = 160 f) 40 – 30 = 10

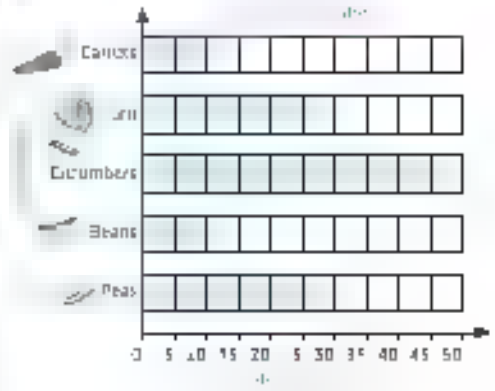
Sport	Tennis	Swimming	Football	Basketball
Number of People	30	60	100	40

First:

Fruit	Bananas	Grapes	Apples	Oranges
Number of Children	6	8	5	10

Second:





First:

a) < b) < c) >

Second:

a) 15 b) 30 30 – 0 c) 15 + 10 + 30 = 55
d) Cucumbers e) Beans

Third:

Cucumbers, Corn, Peas, Carrots, Beans

Color	Number of Students
Red	20
Blue	60
Green	10
Yellow	30
Orange	60
Pink	30

First:

a. > b. > c. = d. =

e. ✓

Second:

a. 20 b. 60 c. 30 d. 60

e. 30 + 60 = 90 f. 30 − 10 = 20

Lessons

Pictograph – Graph Elements

Activity 1

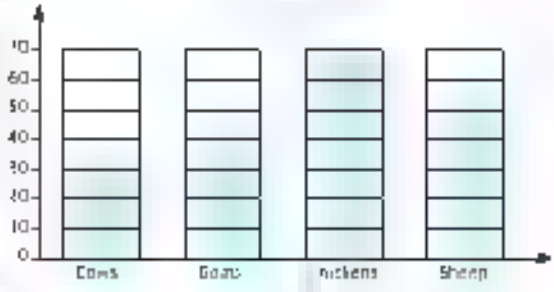
Pizza Topping	Green Peppers	Cheese	Olives	Mushrooms
Number of People	11	14	5	1

a. 14 + 11 = 25 b. 14 + 11 + 5 = 30

c. 14 − 11 = 3 d. 5 − 4 = 1 e. Cheese

Activity 2

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	30	40	70	50



a. 30 b. 40 c. Chickens d. Cows

HOME ACTIVITIES

First:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Flowers	30	25	50	40	25	2

Second:

a. < b. > c. < d. >

e. > f. <

Third:

a. 50 b. 40 c. 30 25 = 5

d. 50 40 = 10 e. 50 25 = 25

f. 25 20 = 5 g. Monday

h. Thursday

First:

Name	Sara	Tamer	Nader	Adam	Sandy	Hanna
Number of Cookies	11	8	16	5	11	1

Second:

a. > b. > c. > d. <

e. < f. =

Third:

a. 8 b. 10 c. 11 5 = 6

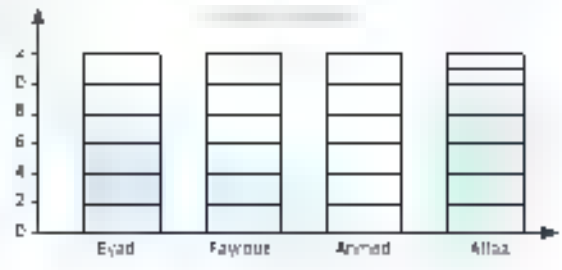
d. 11 10 = 1 e. 11 + 16 + 5 = 32

f. 8 + 11 = 19 g. Nader h. Adam

First:

Child	Eyad	Fayrouz	Ahmed	Alaa
Number of Watches	8	4	2	1

Second:

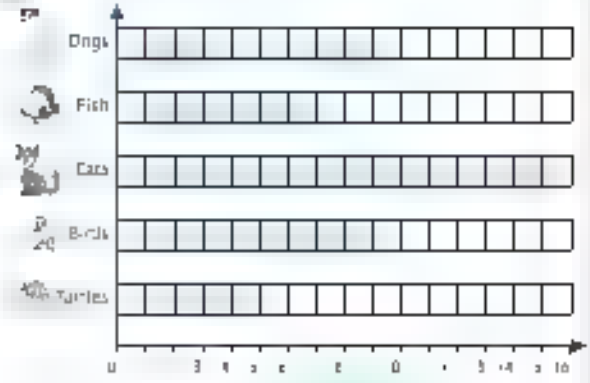


:

a 11 4 = 7

b 2 + 8 = 10

c Aaaa



Pets	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

First:

a = b > c > d >

Second:

a 7 b 10 c 16 10 = 6

d 10 5 = 5 e 10 + 7 + 16 = 33

f 16 + 10 + 5 = 31 g Cats

h Turtles

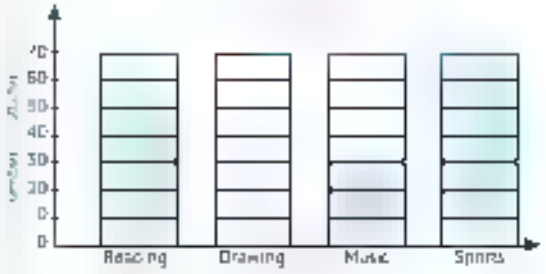
Assessment on Chapter 1

First:

Animal	Cows	Sheep	Chickens	Goats
Number of Animals	6	4	12	8

a 6 b 8 + 12 = 20 c Chickens d Sheep

Second:



Third:

Season	Summer	Spring	Fall	Winter
Number of Children	8	4	7	12

Chapter 2

Lessons 1 & 2

Adding Doubles – Adding and Subtracting by Counting

Activity 1

a 20 b 14 c 16
d 18 e 8 f 4

Activity 2

a 8 1 16 17 c 1 1 11
b 4 9 9 4 16 19 d 4 6 6 4 12 13
e 4 4 4 1 8 9

Activity 3

a 14 b 15 c 14 d 13
e 12 f 13 g 13 h 11
i 17 j 10

Activity 4

a 6 b 8 c 9 d 9
e 8 f 7 g 5 h 8
i 4 j 5

HOME ACTIVITIES

a 2 b 4 c 6 d 8
e 10 f 12 g 14 h 16
i 18 j 20

a 2 b 14 c 18 d 10
e 4 f 8 g 12 h 16

a 7 1 14,15 c 4 4 8,9
b 9 9,18 19 d 1 5 5 1 6 7
e 2 2 1 4 1 5 f 1 5 5 1 10 11
g 6 + 6 + 1 = 12 + 4 = 13 h 8 + 8 + 1 = 16 + 1 = 17
i 10 + 10 + 1 = 20 + 1 = 21

a 14 b 14 c 13 d 13
e 15 f 13 g 12 h 12
i 12 j 14 k 10 l 11

a 16 b 10 c 13 d 11
e 12 f 17 g 10 h 15

a 3 b 2 c 6 d 8
e 7 f 7 g 4 h 8
i 7 j 5

a 9 b 11 c 7 d 8
e 5 f 2 g 9 h 12

a + 2 b + 1 c + 4 d + 5
e + 3 f + 7 g + 6

a > b = c < d <
e = f < g > h =
i < j >

Accumulative Assessment

Up to Lesson 2

First:

a 14 b 8 c 9 + 10 d 12
e 8

Second:

a 16 b 7 c 12 d 17
e 6

Third:

a 18 25 50 52 81
b 12 2 11 3 12 4

Lessons 3 & 4

Adding or Subtracting the Number 10 – Adding and Subtracting by Making Tens

Activity 1

a 35 b 26 c 85 d 39
e 72 f 40 g 25 h 11
i 99 j 83 k 72 l 32
m 82 n 1 o 79 p 28

Activity 2

0 2 4 6 8 10 1 3 5 7 9

9 8 6 10 0 4 9 7 7 5 3

Activity 3

a 10 b 7 c 5 d 2
e 1 f 6

Activity 4

a 15 b 13 c 11

Activity 5

a 9 + 4 = 13

b 6 + 6 = 12

c 7 + 4 = 11

d 6 + 5 = 11

e 7 + 6 = 13

f 9 + 2 = 11

g 8 + 7 = 15

Activity 6

a 12 - 8 = 4

b 17 - 9 = 8

10 - 2 = 8

c 11 - 4 = 7

1 + 3

10 - 3 = 7

HOME ACTIVITIES

1 a 25 b 5 c 34 d 14
e 43 f 23 g 51 h 31
i 60 j 40 k 79 l 59
m 88 n 68 o 97 p 77
q 28 r 10 s 49 t 37
u 66 v 59 w 82 x 71
y 22 z 19 aa 41 ab 35

2 a 9 b 4 c 7 d 5
e 8 f 3 g 6 h 10
i 2 j 5 k 1 l 0
m 1 n 8 o 2 p 9
q 3 r 10 s 7 t 4
u 6 v 1 w 5 x 0

3 a 14 b 14 c 12 d 13
e 11 f 10 g 17 h 13

a 6 + 5 = 11

b 7 + 6 = 13

c 8 + 7 = 15

d 9 + 8 = 17

e 9 + 9 = 18

f 8 + 8 = 16

g 7 + 5 = 12

h 9 + 2 = 11

i 7 + 4 = 11

3 + 1

10 + 1 = 11

j 8 + 6 = 14

2 + 4

10 + 4 = 14

- 9 + 1 + 8 = 10 + 8 = 18
- 8 + 2 + 6 = 10 + 6 = 16
- 7 + 3 + 4 = 10 + 4 = 14
- 6 + 4 + 2 = 10 + 2 = 12
- 9 + 1 + 7 = 10 + 7 = 17
- 8 + 2 + 5 = 10 + 5 = 15
- 7 + 3 + 3 = 10 + 3 = 13
- 6 + 4 + 1 = 10 + 1 = 11
- 9 + 1 + 6 = 10 + 6 = 16
- 8 + 2 + 4 = 10 + 4 = 14
- 7 + 3 + 2 = 10 + 2 = 12
- 9 + 1 + 5 = 10 + 5 = 15
- 8 + 2 + 3 = 10 + 3 = 13
- 7 + 3 + 1 = 10 + 1 = 11
- 9 + 1 + 4 = 10 + 4 = 14

- 11 1 8 = 10 8 = 2
- 12 2 6 = 10 6 = 4
- 13 3 4 = 10 4 = 6
- 14 4 2 = 10 2 = 8
- 15 5 = 10
- 16 6 3 = 10 3 = 7
- 17 7 1 = 10 1 = 9
- 18 8 1 = 10 1 = 9
- 11 1 7 = 10 7 = 5
- 12 2 5 = 10 5 = 5
- 13 3 3 = 10 3 = 7
- 14 4 = 10 1 = 9
- 15 5 1 = 10 1 = 9
- 16 6 2 = 10 2 = 8
- 17 7 2 = 10 2 = 8

Accumulative Assessment

Up to Lesson (3)

First:

- a 34
- b 10
- c 15
- d 7 + 7 + 1
- e 10

Second:

- a 7 3 2 12
- b 55
- c 8 8 16 17
- d 57
- e 8 10 9

Third:

- a 18 20 22
- b 85
- c 60 50 40
- d 8
- e 16
- f 9

Lessons 5 & 6

Story Problems on Adding and Subtracting

Activity

- a 8 + 4 = 12
- b 6 + 8 = 14
- c 7 + 9 = 16
- d 15 6 = 9
- e 16 6 = 10
- f 13 3 = 10

HOME ACTIVITIES

- 1 6 + 5 = 11
- 2 7 + 8 = 15
- 3 6 + 9 = 15
- 4 4 + 8 = 12
- 5 8 + 4 = 12
- 6 8 + 3 = 11
- 7 8 + 8 = 16
- 8 14 5 = 9
- 9 13 7 = 6
- 10 17 9 = 8
- 11 15 8 = 7
- 12 12 9 = 3
- 13 17 9 = 8
- 14 13 6 = 7

Accumulative Assessment

Up to Lesson (6)

First:

- a 20 + 1
- b 7
- c 10 + 6
- d 35
- e 10 4

Second:

- a 20
- b 6 3 7
- c 12
- d 6
- e 26

Third:

- a 1 13
- 2 8
- 3 15
- 4
- b 9 + 6 = 15
- c 16 9 = 7

Lessons 7–10

Mental Applications on Adding and Subtracting Adding Using the 120 Chart

Activity 1

- a 5
- b 5
- c 7
- d 8
- e 8
- f 8
- g 8
- h 7

Activity 2

- a 8
- b 4
- c 4
- d 9
- e 9
- f 7
- g 8
- h 8

Activity 3

a 4 12 8 = 4
b 10 13 3 = 10
c 7, 12 5 = 7
d 9 20 11 = 9

HOME ACTIVITIES

1 a 5 b 4 c 8 d 8
e 5 f 9 g 5 h 8
i 8 j 9 k 8 l 9
m 9 n 7 o 7 p 8
q 10 r 9 s 9 t 6
u 10 v 7 w 8 x 8

2 a 5 14 9 = 5
b 7, 15 8 = 7
c 4 13 9 = 4
d 7 16 9 = 7
e 8 17 9 = 8
f 9 20 13 = 9
g 9 15 6 = 9
h 7, 14 7 = 7

Accumulative Assessment

up to Lesson 10

First:

a 7 b 7 c 7 d 8
e 1

Second:

a 14 b 7 c 4 10 13 d 12
e 8

Third:

a 9 b 5 c 7 d 9
e 15 6 = 9 f 14 8 = 6

Accumulative Chapter 2

First:

a 9 b 4 c 1 d 3
e 10

Second:

a 13 b 7 c 7
d 2 4 4, 14 e 8 8 16 17

Third:

a 15 6 = 9 b 8 + 6 = 14

Chapter 3

Lessons 1&2

3-digit Numbers

Activity 1

a 4 6 3 = 463
= Four hundred sixty-three
b 6 4 9 = 649
= Six hundred forty-nine
c 2 8 5 = 285
= Two hundred eighty-five
d 3 0 8 = 308
= Three hundred eight
e 1 4 0 = 140
= One hundred forty
f 9 1 2 = 912
= Nine hundred twelve

Activity 2

a 372 (Three hundred seventy-two)
b 637 (Six hundred thirty-seven)
c 915 (Nine hundred fifteen)
d 253 (Two hundred fifty-three)
e 470 (Four hundred seventy)
f 605 (Six hundred five)

Activity 3

a Ones b Tens c Hundreds
d Tens e Ones f Hundreds

Activity 4

a 50 b 500 c 5
d 50 e 5 f 5

Activity 5

Number	Value	Place Value
a 2 8	200	Hundreds
b 2 7	80	Tens
c 28	8	Ones
d 7 2	700	Hundreds
e 5 2	0	Tens

Activity 6

a 300 b 80 c 7 d 60
e 90 f 20 g 4 h 0

HOME ACTIVITIES

a 242 (Two hundred forty-two)
b 568 (Five hundred sixty-eight)
c 286 (Two hundred eighty-six)
d 606 (Six hundred six)
e 430 (Four hundred thirty)
f 614 (Six hundred fourteen)
g 395 (Three hundred ninety-five)
h 378 (Three hundred seventy-eight)
i 653 (Six hundred fifty-three)
j 609 (Six hundred nine)
k 690 (Six hundred ninety)
l 559 (Five hundred fifty-nine)
m 184 (One hundred eighty-four
n 378 (Three hundred seventy-eight)
o 592 (Five hundred ninety-two)
p 766 (Seven hundred sixty-six)
q 950 (Nine hundred fifty)
r 241 (Two hundred forty-one)
s 404 (Four hundred four)
t 630 (Six hundred thirty)
u 817 (Eight hundred seventeen)
v 145 (One hundred forty-five)
w 523 (Five hundred twenty-three)
x 999 (Nine hundred ninety-nine)

a Hundreds b Tens c Ones
d Hundreds e Ones f Tens
g Tens h Ones
i Ones
j Hundreds k Tens l Hundreds
m 8 n 80 o 600 p 800
q 8 r 80 s 8 t 800
u 8 v 80 w 8 x 8
y 50 z 3 a' 600 b' Tens
c' Hundreds d' Tens

Number	Value	Place Value
e' 159	100	Hundreds
f' 347	40	Tens
g' 268	8	Ones
h' 201	0	Tens
i' 378	300	Hundreds
j' 620	0	Ones
k' 893	800	Hundreds
l' 67	7	Ones
m' 280	80	Tens

n' 500 o' 200 p' 60 q' 70
r' 9 s' 7 t' 0 u' 0
v' 2 w' 50 x' 900 y' 300
z' 20 a'' 9 b'' 100 c'' 40

Accumulative Assessment

Up to Lesson (2)

First:

a 500 b 365 c 627 d 265
e 1

Second:

a 700 80 b Tens c 9 8 3
d Hundreds 300
e Six hundred twenty-seven

Third:

a . 58 2 10 3 96 4 37
b 37 58 75 85 92
c 38 + 51 = 89

Lessons 3-6

Writing Numbers in Different Forms (Standard, Expanded and Word Form)

Activity 1

Standard Form	Word Form	Expanded Form
439	Four hundred thirty-nine	400 + 30 + 9
621	Six hundred twenty-one	600 + 20 + 1
907	Nine hundred seven	900 + 7
216	Two hundred sixteen	200 + 10 + 6
602	Six hundred two	600 + 2
850	Nine hundred fifty	900 + 50

Activity 2

a) 523 (Five hundred twenty-three)
b) 753 (Seven hundred fifty-three)
c) 304 (Three hundred four)
d) 8 9 6 (Eight hundred ninety-six)
e) 3 7 2 (Seven hundred thirty-two)
f) 2 9 5 (925)

Activity 3

a) 800 70 6
b) 700 80 9
c) 50 8
d) 600 7
e) 597
f) 642
g) 230
h) 605
i) 400 5
j) 300 80

Activity 4

a) 256
250 6
200 50 6

b) 387
300 87
300 80 7

c) 980
900 0
900 80 0

d) 648
600 40
600 40 8

HOME ACTIVITIES

Standard Form	Word Form	Expanded Form
532	Five hundred thirty-two	500 + 30 + 2
279	Two hundred seventy-nine	200 + 70 + 9
748	Seven hundred forty-eight	700 + 40 + 8
360	Three hundred sixty	300 + 60
758	Seven hundred fifty-eight	700 + 50 + 8
329	Three hundred twenty-nine	300 + 20 + 9
215	Two hundred fifteen	200 + 10 + 5
518	Five hundred eighteen	500 + 10 + 8
816	Eight hundred sixteen	800 + 10 + 6
212	Two hundred twelve	200 + 10 + 2
713	Seven hundred thirteen	700 + 10 + 3
919	Nine hundred nineteen	900 + 10 + 9
905	Nine hundred five	900 + 5
704	Seven hundred four	700 + 4
860	Eight hundred sixty	800 + 60
407	Four hundred seven	400 + 7
390	Three hundred ninety	300 + 90
801	Eight hundred one	800 + 1

a) 734 (Seven hundred thirty-four)
b) 562 (Five hundred sixty-two)
c) 451 (Four hundred fifty-one)
d) 357 (Three hundred fifty-seven)
e) 926 (nine hundred twenty-six)
f) 462 (Four hundred sixty-two)
g) 908 (Nine hundred eight)
h) 530 (Five hundred thirty)
i) 630 (Six hundred thirty)
j) 800 (Eight hundred)

a) 9,6,5 (Nine hundred sixty-five)
b) 5 7 9 (Five hundred seventy-nine)
c) 2,3,9 (Two hundred thirty-nine)
d) 8,6,0 (Six hundred eight)

g) 3,8,0 (Eight hundred thirty)
f) 5,2,4 ; 524)
h) 7,1,2 (271
i) 5,2,0 250)
j) 7,1,5 (715
k) 9,9,9 (999)
l) 5,2,0 250)

4) a) 500,60,3
b) 700,80,9
c) 600,8
d) 200,90
e) 800,70
f) 300,7
g) 30,6
h) 200,8
i) 532
j) 732
k) 825
l) 694
m) 520
n) 703
o) 209
p) 580
q) 365
r) 265

5)
a) 365 → 360, 5 → 300, 60, 5
b) 569 → 500, 69 → 60, 3
c) 783 → 780, 3 → 700, 80, 3
d) 539 → 500, 39 → 30, 9
e) 688 → 680, 8 → 600, 80, 8
f) 575 → 500, 75 → 70, 5

Accumulative Assessment

Up to Lesson (5)

First:

a) 675
b) 215
c) 5
d) 99
e) 502

Second:

a) 79,8
b) Seven hundred ninety-eight
c) Tens
d) 37
e) 370

Third:

a) 13
2) 15
3) 8
4) 7
b) 8 + 2 + 5 = 10 + 5 = 15
13 3 6 + 10 6 = 4
c) 79 36 = 43 cE

Lessons 7&8

Comparing Numbers

Activity 1

- 836 863 638 683 368 386
- The greatest number is 863
- The smallest number is 368

Activity 2

a) 875
b) 885
c) 579
d) 669
e) 940
f) 508

Activity 3

a) <
b) <
c) >
d) >
e) <
f) =
g) =
h) >
i) =
j) <
k) >
l) >

HOME ACTIVITIES

1) a) 517 571 715 751 157 175
The greatest number is 751
The smallest number is 157
b) 698 689 869 896 968 986
The greatest number is 986
The smallest number is 689
c) 372 327 723 732 237 273
The greatest number is 732
The smallest number is 237
d) 542 524 425 452 245 254
The greatest number is 542
The smallest number is 245

2) a) 999
b) 999
c) 987
d) 100
e) 111
f) 102

3) a) 752
b) 872
c) 973
d) 810
e) 730
f) 776
g) 882
h) 359
i) 159
j) 348
k) 507
l) 809
m) 229
n) 556

4) a) <
b) <
c) <
d) <
e) >
f) <
g) =
h) <
i) >
j) >
k) >
l) >
m) >
n) >
o) =
p) >

g) > f) = e) > d) <
l) > k) = j) =

Accumulative Assessment

First:

a) 999 b) 451 c) 380 d) 660
e) 8 + 8 + 1

Second:

a) 305 b) 3 c) 295
d) 239, 240, 241 e) 578

[illegible]:

a) 1 < b) < c) > d) =
b) 357, 375, 537, 573, 735, 753
The greatest number is 753
The smallest number is 357
c) 1 850 2 508
d) 1 993 2 339

Lessons

Ordering Numbers

Activity 1

a) 355 b) 569 c) 541 d) 310
e) 810 f) 100

Activity 2

a) 542 b) 579 c) 210 d) 599
e) 809 f) 99

Activity 3

a) 257 b) 759 c) 299 d) 301
e) 699 f) 300

Activity 4

a) Ascending order 214, 356, 548, 567, 982
Descending order 982, 567, 548, 356, 214
b) Ascending order 278, 287, 728, 782, 872
Descending order 872, 782, 728, 287, 278

Activity 5

378, 387, 738, 783, 873, 837
Ascending order 378, 387, 738, 783, 837, 873
Descending order 873, 837, 783, 738, 387, 378

HOME ACTIVITIES

1) a) 316 b) 457 c) 720 d) 529
e) 648 f) 800 g) 500 h) 700
i) 433 j) 699 k) 380 l) 900
m) 601 n) 231 o) 810 p) 504
q) 712 r) 996 s) 402 t) 101
2) a) 781 b) 627 c) 404 d) 449
e) 599 f) 788 g) 199 h) 316
i) 699 j) 659 k) 99 l) 802
m) 467 n) 747 o) 101 p) 366
q) 809 r) 629 s) 998 t) 499
3) a) 358 b) 260 c) 700 d) 100
e) 567 f) 599 g) 979 h) 658
i) 320 j) 801 k) 270 l) 199
m) 839 n) 99 o) 730 p) 400
q) 528 r) 656 s) 519 t) 599
4) a) Ascending order 456, 546, 564, 645, 654
- Descending order 654, 645, 564, 546, 456
b) Ascending order 215, 384, 548, 674, 678
- Descending order 678, 674, 548, 384, 215
c) Ascending order 105, 150, 500, 501, 510
- Descending order 510, 501, 500, 150, 105
d) Ascending order 80, 800, 808, 880, 888
- Descending order 888, 880, 808, 800, 80
e) Ascending order 25, 52, 205, 502, 520
- Descending order 520, 502, 205, 52, 25

5) 367, 376, 673, 637, 763, 736
- Ascending order 367, 376, 637, 673, 736, 763
- Descending order 763, 736, 673, 637, 376, 367

6) 247, 274, 427, 472, 742, 724
- Ascending order 247, 274, 427, 472, 724, 742
- Descending order 742, 724, 472, 427, 274, 247

7) 158, 185, 518, 581, 815, 851
- Ascending order 158, 185, 518, 581, 815, 851
- Descending order 851, 815, 581, 518, 185, 158

Accumulative Assessment

First:

a 100 b 520 c 600 d 450
e 450

Second:

a 509 b 748 c 8 5 7 d 987
e 260

Third:

a 1 > 2 = 3 < 4 <

b 40 44 400 404 440

c 357 375 735 753 573 537

? Ascending order 357 375 537 573 735 753

Accumulative Chapter 3

First:

a 30 b 330 c 999 d >
e 266

Second:

a 200 b 305 c Hundreds
d 540. five hundred forty e 6

Third:

a 940 900 490 400 94

b 25 200 205 500 502

c 494 2 824 3 333

d 444 (Four hundred forty-four)
2 632 (Six hundred thirty-two)

Chapter 4

Lessons 1&2

Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

Activity 1

a 4 + 3 = 7 3 + 4 = 7 b 2 + 5 = 7 5 + 2 = 7
c 2 + 3 = 5 3 + 2 = 5

Activity 2

a 51 + 4 = 55 b 16 + 2 = 18
c 22 + 6 = 28 d 63 − 4 = 59
e 14 − 6 = 08

Activity 3

a 3 4 7 b 7 8 15
c 4 2 6 d 1 9 10
e 8 6 14 f 3 5

Activity 4

a 41 c 68 e 87 d 100
e 48 f 79

Activity 5

a 78 b 87 c 57 d 27
e 87 f 41

HOME ACTIVITIES

a 5 + 1 = 6 1 + 5 = 6 b 5 + 4 = 9 4 + 5 = 9
c 4 + 2 = 6 2 + 4 = 6 d 4 + 2 = 6 2 + 4 = 6
e 1 + 2 = 3 2 + 1 = 3 f 1 + 3 = 4 3 + 1 = 4
g 3 + 4 = 7 4 + 3 = 7

a 3 b 7 c 2 d 6
e 8 f 9 g 8 h 1

b) a) 13 13 b) 12 12 c) 12 12 d) 8 8
e) 14 14 f) 10 10

c) a) 48 b) 34 c) 77 d) 43
e) 42 f) 24 g) 66 h) 65
i) 89 j) 35 k) 22 l) 72
m) 20 n) 43 o) 43 p) 63
q) 61 r) 95 s) 96 t) 41

d) a) 22 b) 22 c) 90 d) 30
e) 72 f) 6 g) 25 h) 42
i) 21 j) 90 k) 51 l) 31
m) 32 n) 95 o) 12 p) 72
q) 75 r) 26 s) 80 t) 20

Accumulative Assessment 1

First:

a) 7 b) 765 c) 27 d) 20
e) 11

Second:

a) 349 b) 26 c) 7 d) 999
e) Tens

Third:

a) 630 603 600 360 306

b) 1 60 2) 12 3) 17 4) 9

c) 15 7 = 8

Lesson 3

Decomposing Numbers into Ones and Tens

Activity 1

a) Tens Ones

9 Tens + 6 Ones = 36

36 = 30 + 6

b) Tens Ones

2 Tens + 9 Ones = 29

29 = 20 + 9

c) Tens Ones

4 Tens + 5 Ones = 45

45 = 40 + 5

Activity 2

a) 53 b) 67 c) 3 9 d) 2 6
e) 52 f) 83 g) 80 h) 8

HOME ACTIVITIES

a) Tens Ones

2 Tens + 9 Ones = 29

29 = 20 + 9

b) Tens Ones

3 Tens + 2 Ones = 32

32 = 30 + 2

c) Tens Ones

4 Tens + 6 Ones = 46

46 = 40 + 6

d) Tens Ones

5 Tens + 1 Ones = 51

51 = 50 + 1

e) Tens Ones

8 Tens + 9 Ones = 89

89 = 80 + 9

f) Tens Ones

7 Tens + 3 Ones = 73

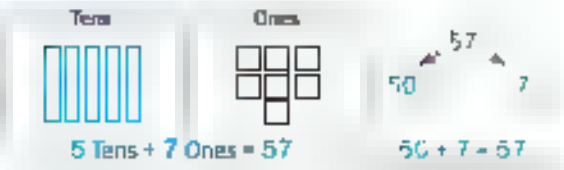
73 = 70 + 3

g) Tens Ones

4 Tens + 2 Ones = 42

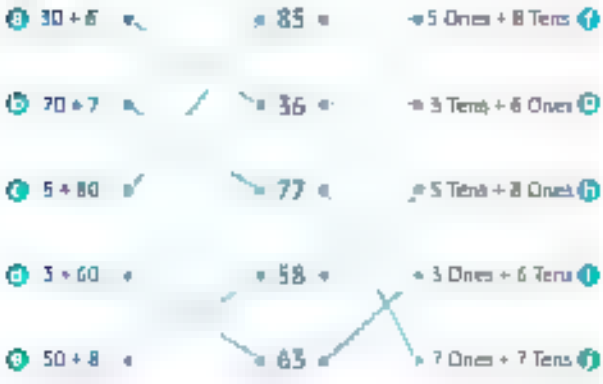
42 = 40 + 2

a



a 75	b 86	c 79	d 81
e 2 9	f 3 1	g 2 4	h 3 4
i 64	j 52	k 67	l 78
m 80	n 60	o 3	p 2

q



Accumulative Assessment

(Lessons 1 to 3)

First:

a 75 b 60 c 2 d 4

e 100

Second:

a 9 b 836 c 27 d 310

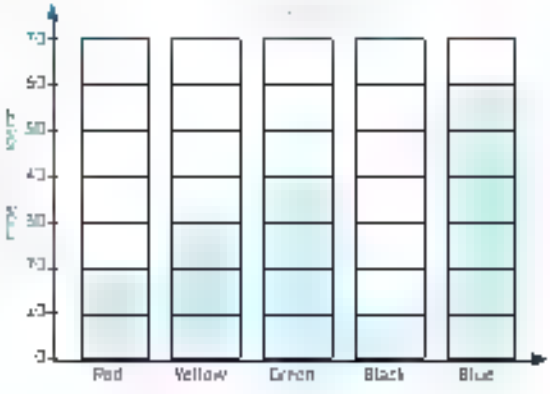
e 1 6 6 16

Third:

a > 2 > 3 > 4 <

b 52 62 72 92 91 90

c

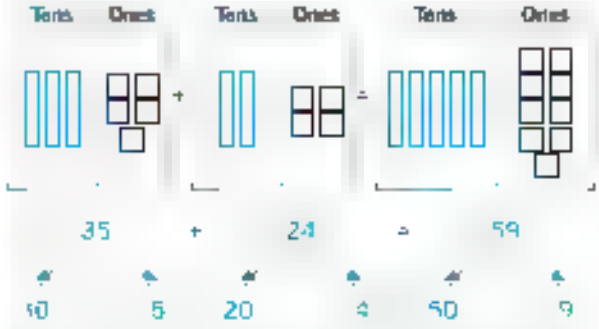


Lessons 4&5

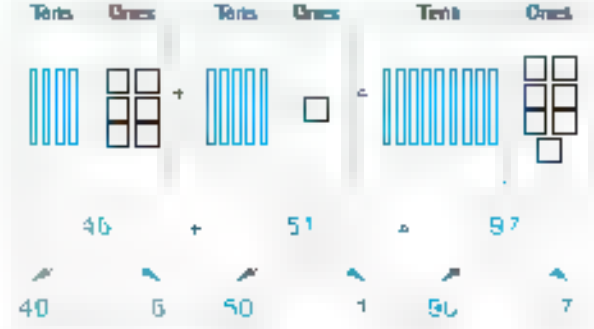
Adding and Subtracting Without Regrouping

Activity 1

a 35 + 24 = 59



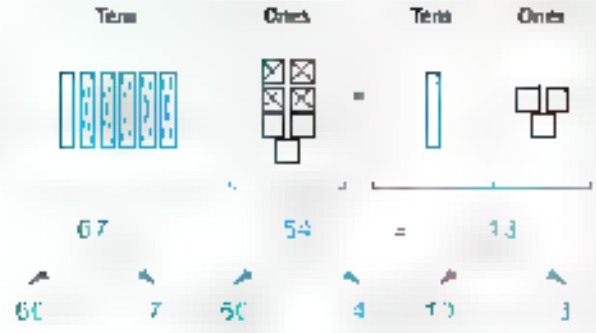
b 46 + 51 = 97



Activity 2

a 75 34 = 41

b 67 − 54 = 13



Activity 3

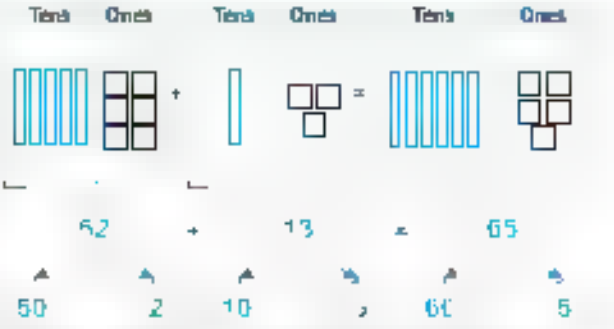
23 + 35 = 58

Activity 4

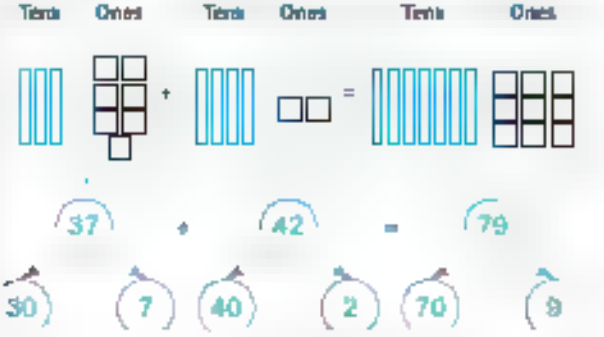
HOME ACTIVITIES

a 26 + 12 = 38

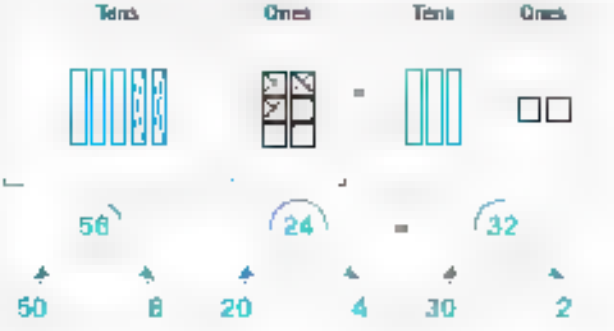
b 52 + 13 = 65



c 37 + 42 = 79



d 56 − 24 = 32

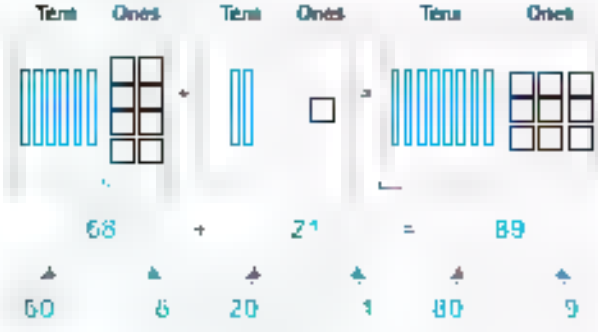


Guide Answers

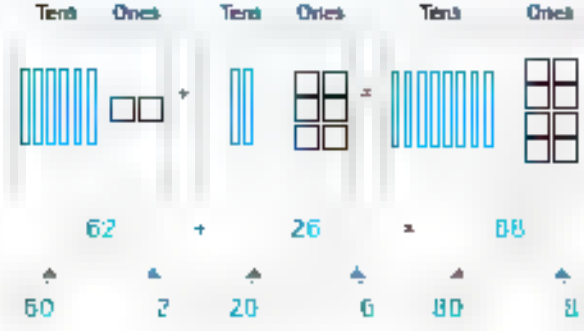
b 75 − 25 = 50

c 63 − 12 = 52

d 68 + 21 = 89

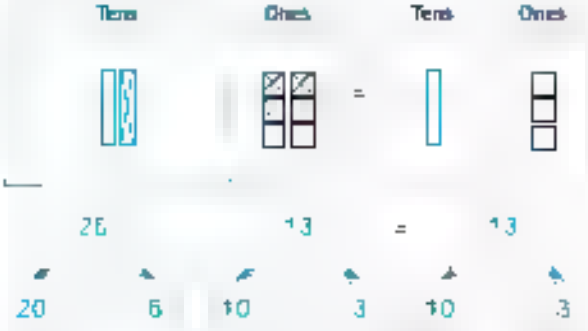


b 62 + 26 = 88

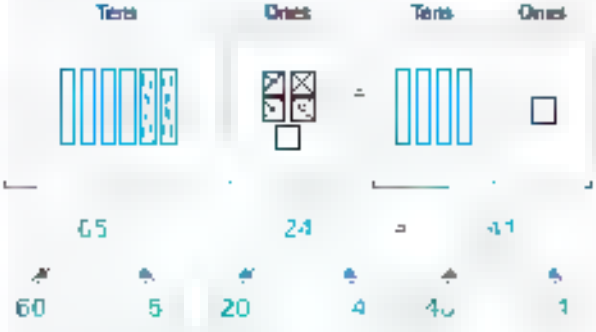


d 54 + 44 = 98

d 26 − 13 = 13



d 65 − 24 = 41



f 59 − 16 = 43

a 77	**b** 12	**c** 87	**d** 42
e 78	**f** 63	**g** 78	**h** 21
i 99	**j** 86	**k** 34	**l** 41

(n) 65 (o) 93 (p) 03 (q) 44
(r) 91 (s) 95 (t) 30 (u) 27

Accumulative Assessment (1)

up to Lesson (5)

First:

(a) 500 (b) 8 (c) 9 (d) 78
(e) 10

Second:

(a) 310 (b) 8 (c) 987 (d) 36
(e) 55 65 75

Third:

(a) 50 55 56 65 66
(b) 1 56 (2) 22 (3) 96 (4) 44
(c) 65 12 = 53 + 12

65 − 12 = 53

60 5 10 2 60 3

Lessons (6 & 7)

Estimating the Sum and the Difference – Comparing the Sum and the Estimation

Activity 1

Number	Estimation
41	40
42	40
43	40
44	40
45	50

Number	Estimation
46	50
47	50
48	50
49	50
50	50

Activity 2

(a) 20 (b) 10 (c) 0 (d) 60
(e) 40 (f) 60

Activity 3

(a) 50 (b) 10 (c) 30 (d) 90
(e) 60 (f) 10

Activity 4

(a) 34 → 30; 28 → 30; 60
34 + 28 is about 60

(b) 45 → 50; 52 → 50; 100
45 + 52 is about 100

(c) 67 → 70; 34 → 30; 40
67 − 34 is about 40

(d) 92 → 90; 19 → 20; 70
92 − 19 is about 70

Activity 5

(a) 13 → 10; 28 → 20; 30
13 + 28 is about 30

(b) 55 → 50; 42 → 40; 90
55 + 42 is about 90

(c) 74 → 70; 69 → 60; 10
79 − 69 is about 10

(d) 97 → 90; 37 → 30; 60
97 − 37 is about 60

Activity 6

(a) 33 + 29 → 30 + 20 = 50 LE
(b) 64 − 32 → 60 − 30 = 30 minutes

Activity 7

(a) Estimation: 48 + 24 → 40 + 20 = 30
Actual sum:

48 → 40, 8 (Tens Total) + 24 → 20, 4 (Ones Total)

40 + 20 = 60 (Tens Total)
8 + 4 = 12 (Ones Total)

60 + 12 = 72 ← Sum

The estimate (60) is (closer or not closer) to the actual sum (72), so the estimate is (accepted or not accepted).

(b) Estimation: 53 + 32 → 50 + 30 = 80
Actual sum

53 → 50, 3 (Tens Total) + 32 → 30, 2 (Ones Total)

50 + 30 = 80 (Tens Total)
3 + 2 = 5 (Ones Total)

80 + 5 = 85 ← Sum

The estimate (80) is (closer or not closer) to the actual sum (85), so the estimate is (accepted or not accepted).

HOME ACTIVITIES

	Number	Estimation
a	71	70
b	72	70
c	73	70
d	74	70
e	75	80

	Number	Estimation
f	76	80
g	77	80
h	78	80
i	79	80
j	80	80

	Number	Estimation
a	11	10
b	12	10
c	13	10
d	14	10
e	15	20

	Number	Estimation
f	16	20
g	17	20
h	18	20
i	19	20
j	20	20

a 40 b 80 c 50 d 60
e 80 f 90 g 20 h 70
i 50 j 100 k 40 l 100

a 0 b 20 c 50 d 70
e 90 f 60 g 10 h 30
i 60 j 80 k 0 l 0

a 58 → 60, 32 → 30, 90
58 + 32 is about 90

b 76 → 80, 14 → 10, 70
76 − 14 is about 70

c 27 → 30, 12 → 10, 40
27 + 12 is about 40

d 84 → 80, 35 → 40, 40
84 − 35 is about 40

e 34 → 30, 29 → 30, 60
34 + 29 is about 60

f 48 → 50, 27 → 30, 20
48 − 27 is about 20

a 43 → 40, 56 → 60, 90
43 + 56 is about 90

b 98 → 90, 27 → 20, 70
98 − 27 is about 70

a 52 → 50, 38 → 30, 80
52 + 38 is about 80

b 72 → 70, 51 → 50, 20
72 − 51 is about 20

c 18 → 10, 38 → 30, 40
18 + 38 is about 40

d 62 → 60, 16 → 10, 50
62 − 16 is about 50

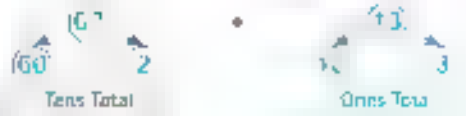
a 84 − 26 ≈ 80 − 20 = 60 LE
b 38 + 49 ≈ 30 + 40 = 70 stories
c 46 − 18 ≈ 40 − 10 = 30 boys
d 53 + 47 ≈ 50 + 40 = 90 minutes

a Estimation: 45 + 23 → 40 + 20 = 60
Actual sum:

40 + 20 = 60 5 + 3 = 8
60 + 8 = 68 ← Sum

The estimate (60) is (closer or not closer) to the actual sum (68), so the estimate is (accepted or not accepted).

b Estimation: 62 + 13 → 60 + 10 = 70
Actual sum.



60 + 0 = 70 2 + 3 = 5
70 + 5 = 75 ← Sum

The estimate (70) is (closer or not closer) to the actual sum (75), so the estimate is (accepted or not accepted).

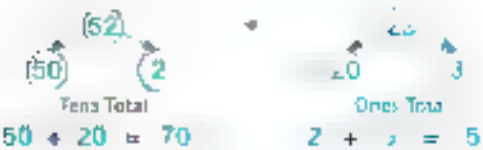
c Estimation: 28 + 11 → 20 + 10 = 30
Actual sum.

20 + 10 = 30 8 + 1 = 9
30 + 9 = 39 ← Sum

The estimate (30) is (closer or not closer) to the actual sum (39), so the estimate is (accepted or not accepted).

ⓒ Estimation: 52 + 23 → 50 + 20 = 70

Actual sum



The estimate (70) is (close) or not close) to the actual sum (75), so the estimate is (accepted or not accepted).

Addition Process	Actual Sum	Estimation Using Place Value Strategy	Accepted	Not Accepted
48 + 31	79	40 + 30 = 70		✓
75 + 14	89	70 + 10 = 80		✓
41 + 23	64	40 + 20 = 60	✓	
63 + 15	78	60 + 10 = 70		✓
14 + 15	29	10 + 10 = 20		✓
27 + 32	59	20 + 30 = 50		✓
20 + 13	33	20 + 10 = 30	✓	
42 + 21	63	40 + 20 = 60	✓	

Accumulative Assessment

First:

ⓐ 853 ⓑ 723 ⓒ 7 ⓓ 7

ⓔ 1

Second:

ⓐ 100 ⓑ 60 ⓒ 50 ⓓ 8

ⓔ 259 260 261

Third:

ⓐ 1 > 2 = 3 = 4 >

ⓑ 1 50 30, 80 2 70 50 20

ⓒ 46 + 23 = 40 + 20 = 60 ∴

Lessons

Adding by Regrouping Ones

Activity 1

ⓐ 83 ⓑ 55 ⓒ 84 ⓓ 84

Activity 2

ⓐ 85 ⓑ 84 ⓒ 45 ⓓ 80
ⓔ 71 ⓕ 84 ⓖ 97 ⓗ 93
ⓘ 64 ⓙ 91 ⓚ 82 ⓛ 66
ⓜ 85 ⓝ 82 ⓞ 92 ⓟ 74

Activity 3

ⓐ 94 ⓑ 95

HOME ACTIVITIES

ⓐ 84 ⓑ 80 ⓒ 74 ⓓ 90
ⓔ 82 ⓕ 63 ⓖ 84 ⓗ 94
ⓘ 95 ⓙ 70 ⓚ 90 ⓛ 68
ⓜ 72 ⓝ 94 ⓞ 45 ⓟ 32
ⓠ 76 ⓡ 88 ⓢ 82 ⓣ 78
ⓤ 75 ⓥ 79 ⓦ 82 ⓧ 85
ⓨ 74 ⓩ 95 ⓐⓐ 63 ⓑⓑ 95
ⓒⓒ 75 ⓓⓓ 75 ⓔⓔ 72 ⓕⓕ 91
ⓖⓖ 73 ⓗⓗ 73 ⓘⓘ 82 ⓙⓙ 53
ⓚⓚ 92 ⓛⓛ 91 ⓜⓜ 91 ⓝⓝ 81
ⓞⓞ 78 ⓟⓟ 80 ⓠⓠ 82 ⓡⓡ 90
ⓢⓢ 78 ⓣⓣ 81 ⓤⓤ 94 ⓥⓥ 79
ⓦⓦ 87

ⓐ 99 ⓑ 94 ⓒ 77 ⓓ 72

Accumulative Assessment

First:

ⓐ 960 ⓑ 800 ⓒ 869 ⓓ 502

ⓔ 100

Second:

ⓐ tens ⓑ 700 80 3 ⓒ 9 6 8 ⓓ 608

ⓔ 698 699 700

Third:

ⓐ 53 2 43 + 56 = 99
74 4 30 + 54 = 84

ⓑ < 2 < 3 > 4 =

ⓒ c 2 a 3 b

Assessment Chapter 4

First:

a 42 b 74 c 71 d 46

Second:

a 17 22 b 6 23 29 c 4 9

Third:

a 1 80 2 70 3 40 4 30

b 47 32 = 15 flowers

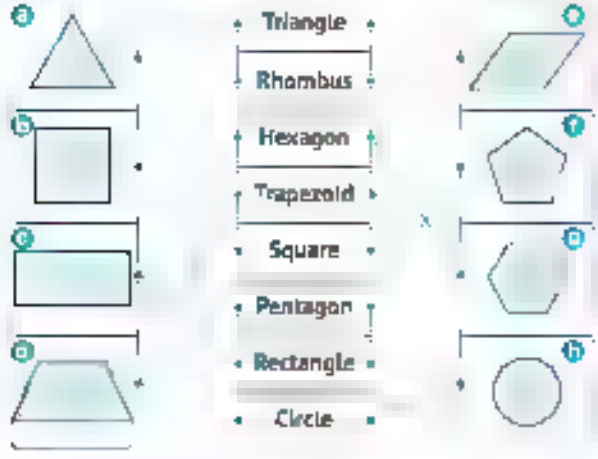
c 75 + 12 = 87 pounds

Chapter 5

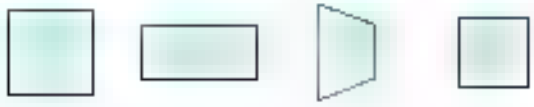
Lessons

2-dimensional Shapes

Activity 1



Activity 2



Activity 3

a 3 b 6 c 4 d 5

Activity 4

Activity 5

a square

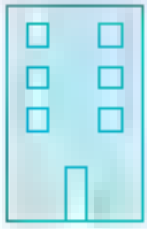
b rectangle

c pentagon

d hexagon

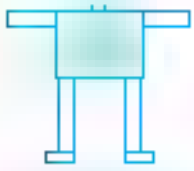
Activity 6

A house



A train

A clown



HOME ACTIVITIES

Answer by yourself

a Rhombus b Triangle
c Pentagon d Square
e Circle f Trapezoid
g Hexagon h Rectangle

Answer by yourself

a 4 b 3 c 5 d 6
e 8 f 4 g 3 h 7

Answer by yourself

Answer by yourself

Answer by yourself

Answer by yourself

a) 3 3
b) Square rhombus
c) 4 2 2
d) trapezoid
e) pentagon
f) hexagon
g) circle
h) equal

I) Answer by yourself

J) a) Square
b) Circle
c) Rhombus
d) Pentagon
e) Hexagon
f) Rectangle

A house
A car
A bird
A dog

Accumulative Assessment

up to lesson 4

First:

a) 3 b) 4 c) 7 d) 689
e) 30

Second:

a) Pentagon b) 437 c) hexagon circle
d) 102 e) Square rectangle

Third:

a) 1 > 12 < 3 < 14 =
b) 7 70 77 700 770
c) 1 Circle 2 Trapezoid
3 Hexagon 4 Triangle

Lessons 5-7

Measuring the Length in Centimeters – Estimating the Length – Measuring the Side Length of a Geometric Shape

Activity 1

a) 8 b) 3 c) 5 d) 11
e) 14 f) 2 g) 4 h) 5
i) 7

Activity 2

a) 6 b) 7 c) 2 d) 4
e) 3 f) 4

Activity 3

a) Centimeter b) Centimeter
c) Meter d) Centimeter

Activity 4

a) 12cm b) 20m c) 15cm d) 3m

HOME ACTIVITIES

1) a) 7 b) 4 c) 5 d) 3
e) 2 f) 9 g) 6 h) 9
i) 10

2) a) 5 b) 4 c) 2 d) 4
e) 5 f) 5 g) 4 h) 5
i) 3 j) 3 k) 5 l) 4

3) a) 18cm b) 12cm c) 15cm d) 4cm
e) 25cm

Accumulative Assessment

up to Lesson 7

First:

a) 4 b) 570 c) 0 d) 505
e) 50

Second:

a) Circle b) 987 c) 41 d) 91
e) 4 2 2

Third:

a) 1 56 2 67 3 51 4 45

b) 990 909 900 99 90

c) 1 3 2 2 3 4

Lessons 3-10

3-dimensional Shapes

Activity 1

a) Square-based pyramid
b) Sphere
c) Rectangular prism
d) Cylinder
e) Cube

Activity 2

a) 6 square
b) 8
c) 12
d) 12 8 6 rectangle
e) 8 5, 5, 1 square 4
f) sphere
g) Cylinder

Activity 3

Answer by yourself

HOME ACTIVITIES

1) a) Cube
b) Cylinder
c) Sphere
d) Square-based pyramid
e) Rectangular prism

2) a) Square-based pyramid
b) Cylinder
c) Sphere
d) Cube
e) Rectangular prism

3) a) Triangle
b) Pentagon
c) Circle
d) Square
e) Rectangle
f) Rhombus
g) Hexagon
h) Trapezoid

4) Answer by yourself

5) a) 6 square
b) 8
c) 12
d) 12 8 6 rectangle
e) 8 5,5,1 Square,4
f) sphere
g) cylinder

6) a) rectangular prism 12 8 6 rectangle
b) cube 12 8 6 square
c) square-based pyramid 8 5 5
d) cylinder 0 0 2

Accumulative Assessment

First:

a) 12
b) 6
c) Tens
d) 570
e) 100

Second:

a) 550
b) 290
c) 7
d) 1
e) sphere

Third:

a) 420 402 240 224 204

b) 1 Cylinder
2 Pentagon
3 Square
4 Hexagon
5 Cube
6 Rectangular prism
7 Rectangle

Accumulative Chapter 5

First:

a)
b) centimeter
c) >
d) pentagon

Second:

a) 4
b) 2
c) 7
d) 7

Third:

a) Cylinder
b) Cube
c) Square-based pyramid
d) Sphere
e) Rectangular prism

Fourth:

Answer by yourself

Chapter 6

Lessons 1&2

Measuring Mass – Units of Measuring Mass

Activity 1

a lighter
b lighter
c heavier
d heavier

Activity 2

a Grams (gm)
b Grams (gm)
c Grams (gm)
d K. lograms (kg)
e Grams (gm)
f Kilograms (kg)
g K. lograms (kg)
h K. lograms (kg)

HOME ACTIVITIES

a lighter
b lighter
c lighter
d heavier
e heavier
f heavier
g lighter
h heavier
i heavier
j lighter
k heavier
l lighter

Answer by yourself

Answer by yourself

a Grams (gm)
b Grams (gm)
c Kilograms (kg)
d Kilograms (kg)
e Grams (gm)
f Grams (gm)
g Kilograms (kg)
h K. lograms (kg)
i Grams (gm)
j Grams (gm)
k Grams (gm)
l Kilograms (kg)
m Kilograms (kg)
n K. lograms (kg)
o Kilograms (kg)
p Grams (gm)

Accumulative Assessment

Up to Lesson

First:

a 5
b 4
c 999
d 7
e 912

Second:

a six hundred three
b 599
c 957
d 345
e cylinder

Third:

a 1 < 2 > 3 = 4 <
b 216 592 654 756 890
c lighter, heavier

Lessons 3&4

Applications on Measuring Mass

Activity

a 3 + 5 = 8 kg
b 35 + 24 = 59 kg
c 90 − 30 = 60 kg
d 77 − 23 = 54 kg

HOME ACTIVITIES

1 15 + 7 = 22 kg
2 18 + 9 = 27 kg
3 48 + 48 = 96 kg
4 25 + 16 = 41 kg
5 4 + 3 + 5 + 4 = 16 kg
6 39 − 5 = 34 kg
7 58 − 52 = 6 kg
8 86 − 56 = 30 kg
9 89 − 27 = 62kg
10 95 − 83 = 12 gm

Accumulative Assessment

Up to Lesson

First:

a 748
b 90
c 50
d 5
e 10

Second:

a 100
b 300
c 7
d 6 8
e 8

Third:

a 99 93 39 33 30
b 1 77 2 52 3 74 4 4
c 69 + 15 + 12 = 96 gm

Lessons

Time "A.M or P.M" – Creating an Analog Clock

Activity 1

a 7 b 9 c 2
d 6 e 4 f 3

Activity 2

a It's 7 o'clock

b It's 3 o'clock

c It's 10 o'clock

d 10 00 It's 10 o'clock

e 08 00 It's 8 o'clock

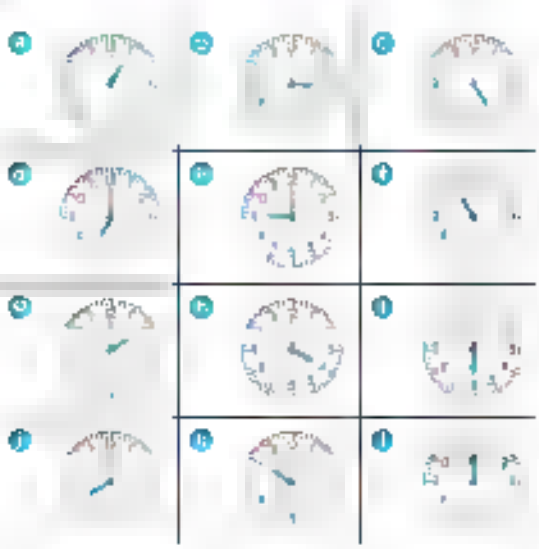
f 11 00 It's 11 o'clock

Activity 3

a a.m b p.m c a.m d p.m
e p.m f a.m g p.m h a.m

HOME ACTIVITIES

1 a 7 b 9 c 2 d 1
e 3 f 5 g 11 h 12
i 4 j 6 k 8 l 10



1 a 12 b 2 c 4 d 6
e 8 f 10 g 1 h 3
i 5

2

a 07 00	b 09 00	c 11 00
d 02 00	e 04 00	f 06 00
g 05 00	h 10 00	i 12 00

3 a a.m b p.m c a.m d p.m
e p.m f a.m g p.m h a.m

Accumulative Assessment

(Up to Lesson 5)

First:

a 100 b 657 c < d 6
e 95

Second:

a Ones b 516 c 400 d 640
e 3 3

Third:

a 20 64 70 73

b 7 o'clock 1 o'clock

c

d 38 + 49 = 87 LE

Lessons 7–10

Reading Time with Halves - Applications on Time – Reading Time in Minutes

Activity 1

Quarter to 12 | 1 o'clock | Half past 9 | Quarter past 5

Activity 2

a. 04 00 — It's 4 o'clock

b. 01 30 — It's half past 1

c. 11 45 — It's quarter to 12

d. 05 15 — It's quarter past 5

e. 07 15 — It's quarter past 7

f. 10 30 — It's half past 10

g. 07 45 — It's quarter to 8

h. 03 00 — It's 3 o'clock

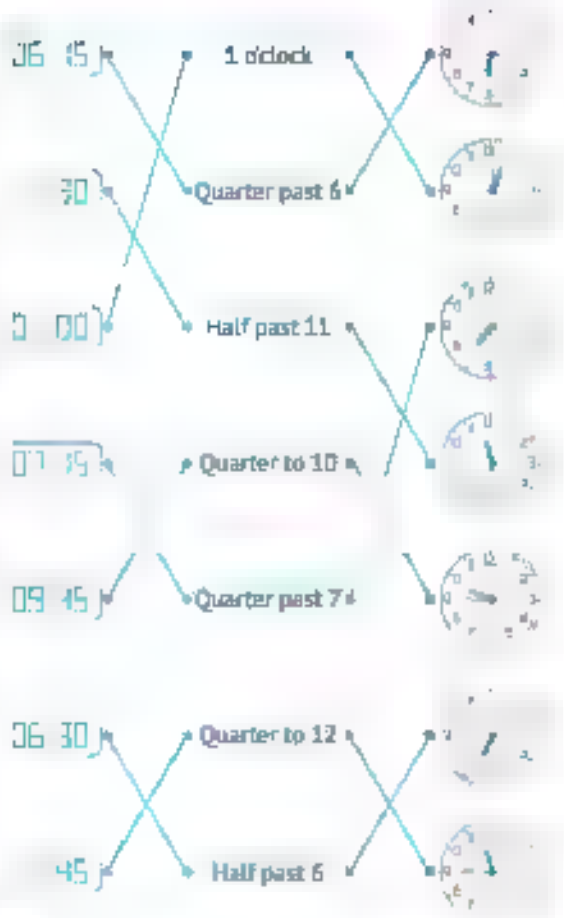
i. 05 00 — It's 5 o'clock

j. 08 15 — It's quarter past 8

k. 04 30 — It's half past 4

l. 06 45 — It's quarter to 7

HOME ACTIVITIES



a. 04 00

b. 01 30

c. 11 45

d. 05 15 — It's quarter past 5

e. 01 00 — It's 1 o'clock

f. 09 30 — It's half past 9

g. 07 45 — It's quarter to 8

h. 06 15 — It's quarter past 6

e) 02 45 — It's quarter to 3

f) 08 15 — It's quarter past 8

g) 07 00 — It's 7 o'clock

h) 06 30 — It's Half past 6

i) 06 15 — It's quarter past 6

j) 11 45 — It's quarter to 12

k) 11 30 — It's half past 11

l) 09 30 — It's half past 9

m) 03 45 — It's quarter to 4

n) 12 00 — It's 12 o'clock

o) 02 45 — It's quarter to 3

p) 08 15 — It's quarter past 8

q) 03 00 — It's 3 o'clock

r) 01 45 — It's quarter to 2

s) 05 15 — It's quarter

t) 10 00 — It's 10 o'clock

u) 04 30 — It's half

v) 09 45 — It's quarter to 10

w) 08 45

x) 07 30

y) 12 00 — It's 12 o'clock

z) 04 15 — It's quarter past 4

Accumulative Assessment

Up to Lesson 14

First:

a) 443 b) 561 c) 80 d) 30

e) 0

Second:

a) 499 b) 4 4 c) 32

d) 272 271 270 e) triangle

Third:

a) . 74 b) 42 c) 90 d) 539

e) 1 < f) > g) < h) >

i)

Assessment on Chapter 6

First:

a) 3 b) 1 c) 2 d) 5

e) 4

Second:

a) gm b) gm c) kg d) gm

Third:

a) 6 4 = 2kg b) 17 + 15 = 42 kg

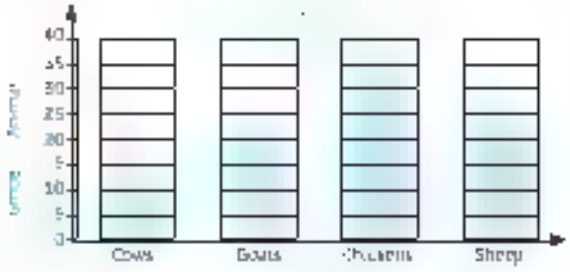
c)

General Exercises on Chapter 1

First:

a

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	15	20	35	25



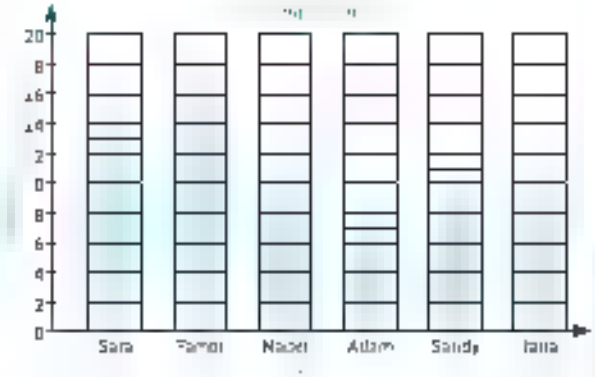
b a 15 b 20 + 35 = 55
c Chickens d Cows

Second:

a

Name	Sara	Tamer	Nader	Adam	Sandy	Jana
Number of Cookies	13	16	10	7	11	8

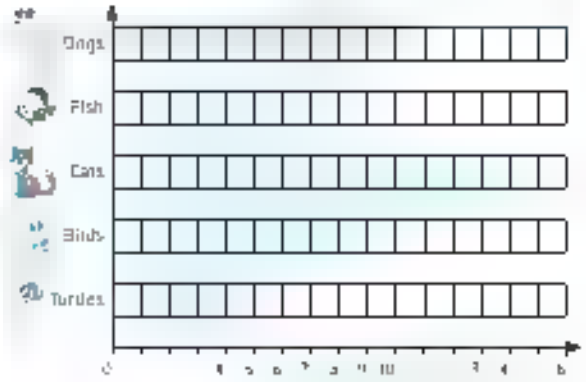
b



c a < b > c > d >
e < f <

d a 16 b 8 c ▢3 7 = 6
d 11 8 = 3 e ▢3 + 10 + 7 = 30
f 16 + 11 = 27 g Tamer
h Adam

Third:



Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

a a = b > c > d >

b a 7 b ▢0 c ▢6 ▢0 = 6
d ▢0 5 = 5 e ▢0 + 7 + 16 = 33
f ▢6 + 10 + 5 = 31 g Cats h Turtles

General Exercises on Chapter 2

First:

1 10 2 ▢4 3 16
4 8 + 8 + 1 = ▢6 + 1 = 17 5 1 + 7 + ? = ▢ + ▢4 = ▢5
6 1 + 5 + 5 = ▢ + ▢0 = ▢▢ 7 15 8 16
9 14 10 7 11 8 12 4
13 55 14 36 15 65 16 15
17 8 + 2 = 4 = ▢0 + 4 = 14 18 7 + 3 + ▢ = 10 + 2 = 12
19 9 + 1 + 5 = ▢0 + 5 = ▢5 20 12 2 ? = ▢0 3 = ?
21 16 6 2 = ▢0 2 = 8 22 15 5 2 = ▢0 2 = 8
23 7 24 5 25 13 26 9
27 9 28 4 29 16 30 8

Second:

1 18 2 7 3 9 4 ▢▢
5 1 6 4 7 4 8 10
9 14 10 ▢1 11 4 12 8
13 5 14 ▢7 15 35 16 10
17 65 18 ▢0 19 17 20 86
21 10 22 4 23 3 24 9
25 5 26 9 27 3 28 10
29 9 30 ▢4

Third:

1. a) 1 + 4 + 4 = 1 + 8 = 9 b) 1 + 6 + 6 = 1 + 12 = 13
   c) 1 + 8 + 8 = 1 + 16 = 17
2. a) 12 b) 15 c) 9 d) 9
3. a) 8 + 2 + 3 = 10 + 3 = 13 b) 9 + 1 + 6 = 10 + 6 = 16
   c) 12 - 2 - 2 = 10 - 2 = 8 d) 17 - 7 - 2 = 10 - 2 = 8
4. a) 55 b) 26 c) 77 d) 53
5. a) 8 + 9 = 17 L.E b) 13 - 5 = 8 oranges
   c) 5 + 4 + 7 = 16 pencils d) 6, 14 - 8 = 6 pounds
   e) 15, 8 + 7 = 15 birds

General Exercises on Chapter 3

First:

1) Tens	2) Ones	3) Hundreds	4) Tens
5) 100	6) 2	7) 30	8) 0
9) 403	10) Three hundred nineteen		
11) Four hundred nine		12) Nine hundred ewenty	
13) 956	14) 917	15) 208	16) 110
17) 567	18) 14	19) 806	20) 295
21) 56	22) 400	23) 3	24) 675
25) 824	26) 5, 9, 7	27) 9, 5	28) 999
29) 100	30) 987	31) 102	
32) 743, 347	33) 552	34) 449	35) 726
36) 699	37) 300	38) 500	39) 110
40) 99			

Second:

1) Tens	2) Ones	3) 900	4) 0
5) Seven hundred eight		6) Nine hundred nineteen	
7) 436	8) 111	9) 808	10) 458
11) 627	12) 820	13) 607	14) 5
15) 54	16) 50	17) 8	18) 526
19) 439	20) 765	21) 650	22) 407
23) 999	24) 100	25) 850	26) 709
27) 499	28) 400	29) 300	30) 410

Third:

1) 735, 753, 537, 573, 357, 375

2. a) > b) < c) > d) <
   e) = f) > g) < h) <
   i) < j) >

3. a) 100, 107, 170, 700, 701, 710
   b) 256, 265, 526, 562, 625, 652
   c) 5, 50, 500, 505, 550, 555
4. a) 910, 901, 900, 190, 109, 100
   b) 963, 936, 693, 639, 396, 369
   c) 888, 880, 808, 800, 80, 8

General Exercises on Chapter 4

First:

1) 7	2) 5	3) 4	4) 8
5) 9	6) 70	7) 47	8) 23
9) 94	10) 36	11) 8	12) 2, 9
13) 2, 5	14) 40	15) 30	16) 40
17) 40	18) 57	19) 94	20) 72

Second:

1) 8	2) 6	3) 9	4) 7
5) 79	6) 34	7) 4	8) 70
9) 35	10) 46	11) 50	12) 7
13) 50	14) 50	15) 60	16) 60

Third:

1. a) 53 b) 35 c) 82 d) 83
   e) 50 f) 34 g) 38 h) 7
   i) 33 j) 60 k) 22 l) 8

2. a)

Tens	Ones
▯▯▯▯	▯▯

4 Tens + 5 Ones = 45

45 = 40 + 5

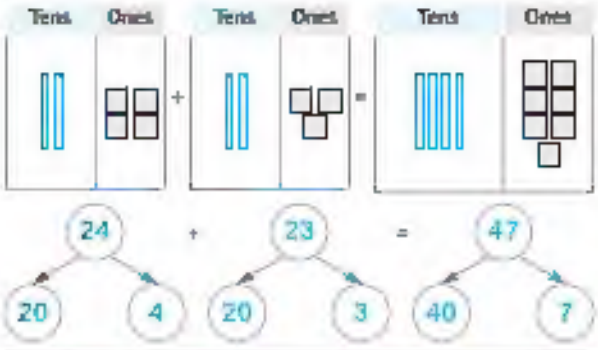
   b)

Tens	Ones
▯▯▯▯▯▯▯▯	▯▯

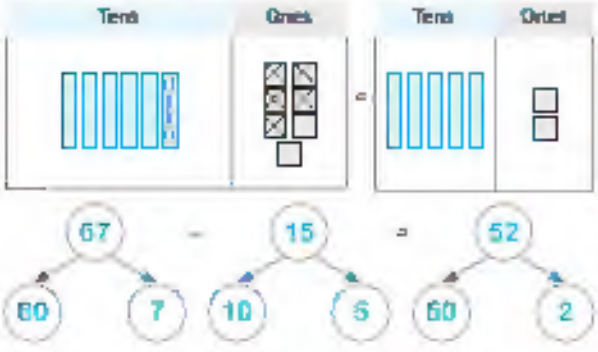
8 Tens + 2 Ones = 82

82 = 80 + 2

2 a) 24 + 23 = 47



b) 67 − 15 = 52



3

a)			b)		
37	→	40	49	→	50
+ 25	→	+ 30	− 23	→	− 20
		70			30

37 + 25 is about 70 — 49 − 23 is about 30

4

a)			b)		
43	→	40	56	→	50
+ 27	→	+ 20	− 14	→	− 10
		60			40

43 + 27 is about 60 — 56 − 14 is about 40

5 a) Estimation: 53 + 32 → 50 + 30 = 80

Actual sum:

The estimate (80) is (closer) or not closer) to the actual sum (85), so the estimate is (accepted) or not accepted).

General Exercises on Chapter 5

First:

1) 3 , 3	2) 4 , 4	3) pentagon	
4) hexagon	5) 0	6) Square , rhombus	
7) 4	8) trapezoid	9) 6 , square	10) 8
11) 12	12) 12 , 8 , 6 , rectangle		13) 8 , 5 , 5
14) sphere	15) cylinder		

Second:

1) 3	2) 4	3) 5	4) 5
5) 4	6) 4	7) Square	
8) Triangle	9) Rhombus	10) 12	11) 5
12) 25	13) 12	14) 6	15) 8
16) 5	17) 2	18) 0	19) 5

Third:

1)

a) Rectangle	b) Square	c) Triangle	d) Trapezoid
e) Rhombus	f) Pentagon	g) Hexagon	h) Circle

i) Sphere	j) Cube	k) Rectangular Prism	l) Cylinder	m) Pyramid

2) a) 6cm b) 7cm c) 2cm d) 4cm

General Exercises on Chapter 6

First:

1) heavier	2) heavier	3) lighter
4) heavier	5) lighter	6) lighter

Second:

- Kilograms – kilograms – grams
- Grams – Grams – kilograms

Third:

(1) a.m (2) a.m (3) p.m (4) p.m

Fourth:

(a) 04:30 It's half past 4.

(b) 09:45 It's quarter to 10.

(c) 01:00 It's one o'clock

(d) 09:30 It's half past 9

(e) 06:15 It's quarter past 6.

(f) 11:45 It's quarter to 12

Model 1

First:

(a) 606 (b) 30 (c) 755 (d) 42

(e) 999

Second:

(a) Tens (b) 790 (c) 765 (d) 864

(e) 12

Third:

(a) (1) 86 (2) 76 (3) 51 (4) 31

(5) 70

(b) (1) < (2) > (3) = (4) >

(c) 45 + 29 = 74 LE

Model 2

First:

(a) 100 (b) 710 (c) 307 (d) 20

(e) 6

Second:

(a) 800 (b) Eight hundred three (c) 978

(d) 60 (e) 4

Third:

(a) 208 , 280 , 286 , 820

(b) (1) < (2) < (3) = (4) >

(c) Sphere , Triangle , Cylinder , Trapezoid

Model 3

First:

(a) 0 (b) 3 (c) 440 (d) 57

(e) <

Second:

(a) 700 (b) 654 (c) 95 (d) 43

(e) 5

Third:

(a) 506 , 560 , 566 , 605 , 650

(b) 78 – 56 = 22 LE

(c) (1) 4 (2) 3 (3) 3

Model 4

First:

(a) 729 (b) 4 (c) = (d) 26

(e) 7

Second:

(a) 226 (b) 0 (c) Ones (d) 610

(e) 701 , 700 , 699

Third:

(a) 521 , 512 , 125 , 152 , 215 , 251

- greatest number 521
- smallest number 125

(b) 45 – 21 = 24 marbles

(c)

(1) 05:15 It's quarter past 5.

(2) 11:30 It's half past 11.

Model 5

First:

(a) 23 (b) 51 (c) 81 (d) 21

(e) 78

Second:

(a) 775 (b) 102 (c) 0 (d) 501

(e) quarter past 4

Third:

(a) 42 + 36 = 78 LE 99 – 78 = 21 LE

b 1

Day	Saturday	Sunday	Monday	Tuesday
Number of Flowers	20	35	50	40

2 a 40 b 35 − 20 = 15
c Monday d Saturday

Model 6

First:

a 14 b ones c 1 d 4
e grams

Second:

a 9 + 1 + 6 = 10 + 6 = 16 b 267 c 98
d rectangular prism e quarter past 4

Third:

a 8 + 7 = 15 L.E
b 1 43 2 8 3 41 4 43
c 1 < 2 < 3 > 4 >

Model 7

First:

a 10 b 0 c 70
d sphere e a.m

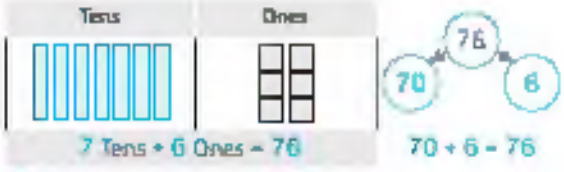
Second:

a 1 + 5 + 5 = 1 + 10 = 11 b 765 c 70
d rectangle e 53

Third:

a 145 , 154 , 415 , 451 , 514 , 541

b



c 1 It's half past 8 2 3:45

Model 8

First:

a 10 b 336 c 54 d circle
e 30

Second:

a 9 b 573 c 6 , 3 d 4
e 110

Third:

a 1 < 2 = 3 < 4 <
b 1 heavier 2 lighter
c 35 , 40 , 45

Model 9

First:

a 35 b 201 c 8
d rhombus e 25 gm

Second:

a 6 + 4 + 1 = 10 + 1 = 11 b 516 c 798
d cylinder e 30 , 32 , 34

Third:

a 15 − 7 = 8
b 1 53 2 88 3 95 4 5
c

1 03:00 it's three o'clock

2 01:30 it's half past 1

Model 10

First:

a 10 b 987 c 705 d 12
e 6

Second:

a 2 + 7 + 7 = 2 + 14 = 16 b Three hundred six
c 863 d sphere e 70 , 65 , 60

Third:

a 1 8 2 50 3 81 4 37
b 1 90 2 40 3 Apples
4 Bananas 5 60 + 30 = 90
6 90 − 40 = 50